DOCUMENT RESUME

ED 195 492 SP 015 432

AUTHOR Stanley, Janice: And Others
TITLE You and Your Feelings About People.
INSTITUTION Cedar Rapids Community School District, Iowa.
PUB DATE Jun 75
NOTE 103p.: Photographs may not reproduce clearly.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Affective Behavior: *Attitude Change: Class Activities: Elementary Education: Empathy: *Ethnic Bias: Ethnic Groups: Identification (Psychology): Influences: Interpersonal Relationship: Racial Bias: Sex Bias: *Social Bias: *Stereotypes: *Student Attitudes: Student Behavior: *Values Education: Work Attitudes

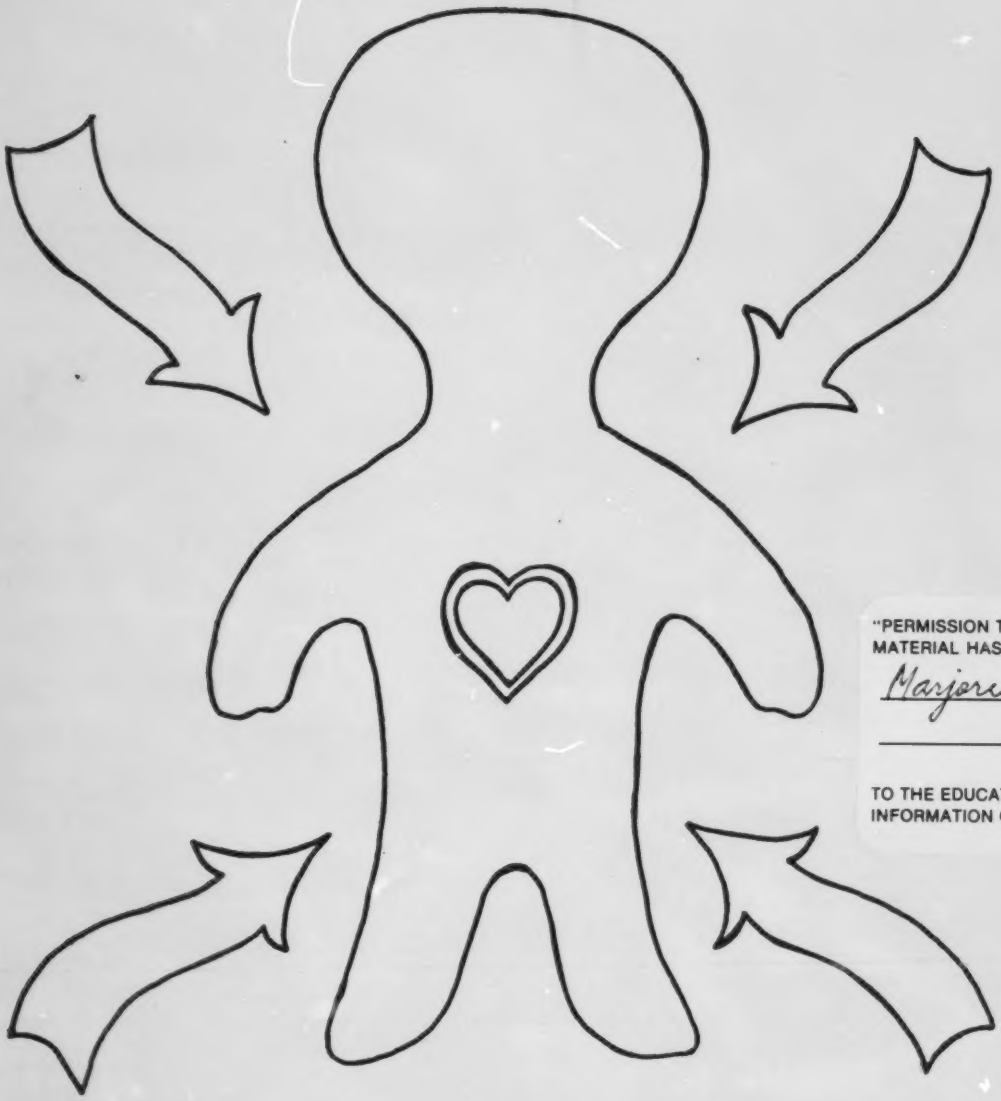
ABSTRACT

Classroom activities designed to clarify the thinking of children on the subject of prejudice are presented in this handbook. The major objectives of this module are to understand how stereotypes and prejudices are developed, influences of prejudice on self-perception, understanding the causes and origins of prejudicial behavior and ideas, and understanding the social consequences resulting from prejudicial behavior. Lessons using stories, pictures, and discussion items are presented. Topics include occupational stereotyping, and stereotyping by sex, class, race, or cultural background. Articles on the roots of prejudice and the dangers of stereotyping are included for the teacher. A bibliography of reading materials on different kinds of discrimination is also included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

YOU and YOUR FEELINGS ABOUT PEOPLE

ED195492



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marjorie Helsell
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 015 432

CEDAR RAPIDS COMMUNITY SCHOOLS

June, 1975

48207-003-03

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Copyright © by the Cedar Rapids Community Schools
346 Second Avenue SW
Cedar Rapids, Iowa 52404

ACKNOWLEDGMENT

The material in this publication was contributed by Cedar Rapids teachers. It was organized, edited, and prepared for production by the committee listed below. Printing production was done in the Production Center at the Educational Service Center, 346 Second Avenue S.W. at Cedar Rapids, Iowa.

Writing Team

Janice Stanley, Coolidge (Chairperson)
Peggy Hardesty, Hiawatha
Doris Faas, Grant

During the summer of 1974 on curricular assignment, the writing team created the initial materials. The unit was then piloted during the 1974-75 school year in fourth grade rooms of the following schools:

Coolidge	Harrison	Kenwood
Erskine	Hiawatha	Truman
Garfield	Hoover	Tyler

In June 1975, the writing team and Sylvia Bolt, Harrison, used the results of the pilot program to revise the unit.

Special thanks is given to the following:

Walt Stromer. . . . . .who permitted us to use his slides and taped presentation to produce the filmstrip, A Dog, A Cane, A Book
Cornell College

Joyce Brennan . . . . . .who served as director and liason person of the pilot program
Cedar Rapids Community Schools

Barbara Elam
Pat Cannon
Robert Kozel
Kathe Goldstein
Sandy Hummel
. . . .community members who contributed to the filmstrip/tape, Discrimination in the Community

Sheila Billington
Coordinator
Project BASIC Inquiry

Charles Lingren
Coordinator
Social Studies

Richard W. Schulz
Administrative Assistant
Instructional Services

Donald J. Stout
Executive Director
Secondary Education

A. P. Diaz
Executive Director
Curriculum and Instruction

Charles J. Beusch
Executive Director
Elementary Education

TABLE OF CONTENTS

	Page
Introduction	1
Concepts	2
Major Cognitive Goals	3
Behavioral Objectives	4
Affective Goals	8
Affective Objectives	9
Social Objectives	11
Preparation For the Unit	12
Preparing For the Unit	13
Lessons:	
I. Occupational Stereotypes	15
II. Where A Stereotype Begins	26
III. Sex-Role Stereotyping	34
IV. Free To Be	42
V. Examining Feelings	47
VI. The Boy With Green Hair	58
VII. A Dog, A Cane, A Book	62
VIII. What Keeps People Apart?	69
IX. The Autobiography of Miss Jane Pittman - Optional Lesson	73
X. Discrimination Around Us	79
Information for the Teacher	87
The Roots of Prejudice	87
Beware of Stereotypes	95
Bibliography	97

INTRODUCTION

A Challenge to the Teacher

It is the goal of YOU AND YOUR FEELINGS ABOUT PEOPLE to facilitate the learning of acceptance and respect, not only of one's self, but of others.

"Children are often hampered in their acceptance of others because of the stereotyped and prejudiced opinions expressed or subtly reflected in the actions of people around them. Prejudice is learned; its opposites--acceptance and respect--can also be learned through the right kind of teaching."[1]

When helping students to examine, analyze and consider the possible origins of stereotypes and prejudices, it is important to allow an atmosphere in which the students feel comfortable and free to express their views.

"While everyone is certainly entitled to hold his own views, the problem of prejudice comes when prejudices are translated into social practice. Prejudice, for example, is always at the base of discrimination, which prescribes different treatment of people considered to be members of different races, ethnic groups, or classes. In some societies, discriminatory practices are backed by the power of law, determining where some persons may live or work, what kind of job they can have, whom they can marry, etc. In most instances though, the pressures are more subtle and are sanctioned not by law but rather by social conventions and practices in a particular region."[2]

The teacher working with YOU AND YOUR FEELINGS ABOUT PEOPLE will provide experiences for students to begin to understand the origin of stereotypes, prejudice and discrimination and begin to develop some understanding, insight, and empathy toward others.

[1] Helping Children Accept Themselves and Others by Helen L. Gillham, Bureau of Publications. Teachers College, Columbia University, New York, 1959.

[2] ROOTS OF PREJUDICE, Page 6.

CONCEPTS

I. Development of Stereotypes and Prejudices

- A. Heredity
  - 1. Sex
  - 2. Race
- B. Environment
  - 1. People
    - a. Family
    - b. Other Adults
    - c. Peers
    - d. Groups
  - 2. Education
  - 3. Religion
  - 4. Media
- C. Emotions
  - 1. Fears
  - 2. Uncomfortable feelings
  - 3. Generalizations
  - 4. Frustrations

II. Prejudicial Behavior

- A. Overt
  - 1. Verbal attack
  - 2. Physical attack
  - 3. Extermination
- B. Covert
  - 1. Avoidance
  - 2. Concealed feelings

III. Social Consequences

- A. Discrimination
- B. Victimization
- C. Self-Concept

MAJOR COGNITIVE GOALS

I. To understand how stereotypes and prejudices are developed. (I,II,III,VI)

II. To understand that the inherited characteristics of people may influence their perceptions of themselves and others. (I,III,IV,VI)

III. To understand that environment plays an important part in shaping a person's perceptions. (II,III,IV,V,VII)

IV. To recognize the causes and/or origins of prejudicial behavior. (III,IV,V,VI,IX)

V. To recognize behavioral patterns that show prejudicial ideas. (V,VII,VIII,X)

VI. To understand the social consequences resulting from prejudicial behavior. (V,VIII,IX,X)

The Roman numerals shown in ()'s identify lessons which contain activities that work to meet the goal or objective.

BEHAVIORAL OBJECTIVES

GOAL I. To understand how stereotypes and prejudices are developed. (I,II,III,VI)

A. The student will contribute his/her idea of a preferred occupation to a short answer whip. (I)

B. Given pictures and job descriptions of Cedar Rapids people, the student will match the items expressing stereotypes s/he holds regarding occupations. (I)

C. The student will analyze his/her occupational stereotypes and be able to express in writing the reasons for the ideas held. (I)

D. The student will contribute information to a class graph showing ideas or stereotypes held about occupations. (I)

E. The student will compare and contrast the way s/he matched pictures and occupational descriptions with the way other class members did. (I)

F. The student will compare his/her matching of the pictures and occupational descriptions and note discrepancies. (I)

G. The student will summarize the mental process s/he has experienced and tell others how it relates to the "Examining Our Pictures" wheel. (I)

H. Having listened to a tape describing the origins of stereotypes, the student will be able to extrapolate the possible causes for their development. (II)

I. After listening to the tape, "Where a Stereotype Begins", the student will recall the origins of stereotypes, describe these origins and contribute ideas to a class drawing. (III)

J. After listening to "The Boy With Green Hair", the student will define a stereotype and be able to list three or four examples of stereotypes s/he has heard in his/her daily life. (VI)

GOAL II. To understand that the inherited characteristics of people may influence their perceptions of themselves and others. (I,III,IV,VI)

A. The student will describe possible factors leading to the formulation of occupational stereotypes. (I)

B. The student will contribute to a class list of sex-role stereotypes with which s/he is familiar. (III)

C. The student will collect examples of sex-role stereotyping in various media and discuss them with his/her classmates. (III)

D. Having discussed sex-role stereotypes, the student will examine and state causes for his/her feelings regarding sex-role stereotyping. (IV)

GOAL II. (continued)

E. After listening to band two of "The Boy With Green Hair", the student will contribute to a class list the three stereotypes they have heard in the story. (VI)

GOAL III. To understand that environment plays an important part in shaping a person's perceptions. (II,III,IV,V,VII)

A. Having listened to the tape about the reasons for stereotypes and prejudices, the students will analyze heredity, environment, and emotions and determine the components of each. (II)

B. After viewing pictorial examples of sex-role stereotypes, the student will contribute to a class list other male and female stereotyped roles s/he has seen or heard. (III)

C. Applying what s/he has learned about the development of stereotypes and prejudices, the student will construct mobiles, collages, etc. showing a part (heredity, environment, emotions) and its respective components. (III)

D. Having listened to "Boy Meets Girl" and "Parents Are People", the student will demonstrate an awareness of different attitudes toward sex-roles by discussing stereotypes in a group. (IV)

E. After listening to "William's Doll", the student will identify through discussion the part that family members and friends play in shaping a person's perceptions. (V)

F. Using braille alphabet cards, the student will transcribe the braille sentences. (VII)

G. After reading Sound of Sunshine, Sound of Rain, the student will identify and analyze feelings experienced by the boy in the story. (VII)

H. The student will demonstrate his/her understanding for the feelings of a blind person by responding to agree-disagree statements. (VII)

GOAL IV. To recognize the causes and/or origins of prejudicial behavior. (III,IV,V,VI,IX)

A. The student will collect samples of sex-role stereotyping in various media and discuss them with his/her classmates. (III)

B. During class discussion, the student will extrapolate the concept that emotional reactions to sex-roles can lead to prejudicial behavior. (IV)

C. Through role playing, the student will demonstrate his/her understanding that strong emotions lead to prejudicial behavior. (V)

GOAL IV. (continued)

D. After listening to band three of "The Boy With Green Hair", the student will tell the class how s/he thinks Phil feels. (VI)

E. After listening to the record "The Boy With Green Hair", the student will indicate his/her feelings about stereotypes on an agree-disagree scale. (VI)

F. The students will identify and discuss in small groups the acts of discrimination and the feelings of being discriminated against, witnessed in "The Autobiography of Miss Jane Pittman." (IX)

GOAL V. To recognize behavioral patterns that show prejudicial ideas. (V,VII,VIII,X)

A. After listening to "William's Doll", the student will identify in writing specific stereotypes and examples of name calling. (V)

B. After viewing a filmstrip/tape presentation, "A Dog, A Cane, A Book", the student will discuss stereotypes held concerning blind people. (VII)

C. After receiving input on blindness, the student will re-examine the ideas s/he displayed on the agree-disagree scale and note differences. (VII)

D. After reading "Birmingham: An All-American City", the student will contribute ideas to a class discussion about discrimination and prejudice of black people in Birmingham. (VIII)

E. Through group discussion, the student will contribute to a class list acts of discrimination and prejudice observed in daily life. (X)

F. The student will discuss discrimination in his local community and analyze why these events occur. (X)

G. After using the filmstrip/tape of people in the local community, the student will complete a chart recognizing groups that are stereotyped and identifying acts of discrimination. (X)

GOAL VI. To understand the social consequences resulting from prejudicial behavior. (V,VIII,IX,X)

A. Through group discussion, the student will extrapolate the social consequences of strong emotional feelings about a specific stereotype. (V)

B. After reading "Birmingham: All American City", the student will contribute ideas to a class discussion about the effects of prejudice on black people in Birmingham. (VIII)

GOAL VI. (continued)

C. The students will identify and discuss in small groups the acts of discrimination and the feelings of being discriminated against witnessed in "The Autobiography of Miss Jane Pittman." (IX)

D. The student will dramatize incidents when Jane was subjected to discrimination and show how she felt. (IX)

E. After using a filmstrip/tape of people of the local community, the student will list the kinds of discrimination that occurred, will note how the person felt who was the subject of the discrimination, and suggest ways to reduce discriminatory actions. (X)

F. After using the filmstrip and tape, the student will express in writing, his feelings about discrimination and its social consequences. (X)

AFFECTIVE GOALS

I. To value differing points of view. (I,V)

II. To form an attitude which will permit examination of personal stereotypes and prejudices as well as those held by others. (II,III,IV,X)

III. To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy. (III,IV,V,VI,VII,VIII,IX,X)

IV. To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as <u>individuals</u> rather than according to stereotypes. (III,V,VI,VII)

V. To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems. (I,IV,V,VIII,X)

AFFECTIVE OBJECTIVES

I. To value differing points of view. (I,V)

A. The student voluntarily tells the members of the class how his/her occupations were listed, notes differences, and freely explains his/her markings. (I)

B. The student will recognize varying points of view by participating in role-playing situations involving stereotypic behavior. (V)

II. To form an attitude which will allow examination of his stereotypes and prejudices and those of others. (II,III,IV,X)

A. The student will identify the basic assumptions in his/her thinking that underlie his/her opinions and emotions. (II)

B. The student reads written materials or listens to people with attention to subtle meanings that are prejudicial or discriminatory. (III)

C. The student will voluntarily seek out or bring material to add to the mobiles, collages, etc. showing origins of stereotypes and prejudices. (III)

D. The student will defend and challenge the sex-role stereotypes that s/he contributed to the class chart. (III)

E. The student will voluntarily participate in a class discussion about sex-role stereotypes. (IV)

F. The student will note stereotypes found in media and question them. (IV)

G. The student voluntarily describes discriminatory acts witnessed or told about in the local community. (X)

III. To exhibit sensitivity to the feelings of others and demonstrate an attitude of empathy toward them. (III,IV,V,VI,VII,VIII,IX,X)

A. The student expresses feelings s/he has experienced when expected to fulfill a traditional sex-role. (III)

B. The student accepts feelings other students have experienced when they were expected to fulfill traditional sex-roles. (III)

C. After listening to the record "Parents Are People", the student will demonstrate an awareness of sex-role stereotyping. (IV)

D. The student will have increased sensitivity to feelings, values and attitudes of others on the playground. (V)

E. After listening to the record "The Boy With Green Hair", the student will verbally defend his ideas about Phil's feelings. (VI)

III. (continued)

F. After reading Sound of Sunshine, Sound of Rain, the student will demonstrate empathy for handicapped people who are discriminated against. (VII)

G. In class discussion the student will express an understanding of the feelings that black people in Birmingham, Alabama experienced in 1961 as a result of events described in lesson materials. (VIII)

H. The student will voluntarily describe the feelings and discrimination s/he viewed in "The Autobiography of Miss Jane Pittman." (IX)

I. The student demonstrates increased sensitivity to prejudicial statements made by family and friends. (X)

IV. To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as individuals rather than according to stereotypes. (III,V,VI,VII)

A. The student demonstrates acceptance of people with differing behavioral patterns. (III)

B. The student defends feelings, values, attitudes and points of others in role-playing activities. (V)

C. After listening to the record "The Boy With Green Hair", the students will develop a generalization similar to the following: A group of people should not be judged by the behavior of one person. (VI)

D. After watching the filmstrip/tape, the student will show how his/her stereotypes about blind people have changed. (VII)

E. Through interviews with a blind person, the student will search for facts about discrimination of blind people. (VII)

V. To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems. (I,IV,V,VIII,X)

A. After factual input, the student will challenge his/her original statements about sex-role stereotyping. (I)

B. During a fishbowl discussion, the students will investigate his/her feelings about sex-role stereotyping. IV)

C. The student volunteers to participate in role-playing situations involving stereotypic behavior. (V)

D. The student will voluntarily participate in a discussion citing rational solutions to the problems of discrimination. (VIII)

E. In his daily life, the student attempts to avoid generalizing groups of people and making discriminatory remarks. (X)

SOCIAL OBJECTIVES

I. The student senses feelings of others in the group.

II. The student encourages others in a group or to join the group by friendly, inviting behavior.

III. The student reduces tension when differences become sharp and pointed by reason, evidence, or discussion.

IV. The student voluntarily describes or brings to the class materials showing stereotypes, discrimination or prejudice.

V. When the opportunity arises, the student associates freely with children that have visible differences or handicaps.

VI. When the occasion arises, the student speaks and reacts positively to other ethnic or racial groups.

VII. When the opportunity arises, the student associates freely with children of other races or ethnic groups.

PREPARATION FOR THE UNIT

LESSON NO.	TITLE	TIME EXPECTATION (approximate)	THE PURPOSE IS TO:
I.	Occupational Stereotypes	two - 45 min. classes	Review the definition of stereotype learned in third grade MERA
II.	Where A Stereotype Begins	two - 45 min. classes	Delineate inherited characteristics as reasons for being stereotyped. Identifies environmental and emotional causes for stereotyping
III.	Sex-Role Stereotyping	two - 45 min. classes	Cite examples of environmental and emotional causes for stereotyping
IV.	Free To Be	one - 45 min. class --- plus (one optional 45 min. class)	Discuss environmental causes for stereotyping
V.	Examining Feelings	two - 45 min. classes	Point out that emotions about stereotypes cause discriminations
VI.	The Boy With Green Hair	one - 45 min. class	Recognize a consequence of stereotyping is discrimination
VII.	A Dog, A Cane, A Book	three - 45 min. classes	Recognize a consequence of stereotyping is discrimination
VIII.	What Keeps People Apart?	three - 45 min. classes	Recognize a consequence of stereotyping is discrimination
IX.	The Autobiography of Miss Jane Pittman	optional lesson one - 110 min. class one - 45 min. class	Recognize a consequence of stereotyping is discrimination
X.	Discrimination Around Us	one - 45 min. class	Recognize "subtle" discriminations in our community

PREPARING FOR THE UNIT

1. Things to be ordered immediately by the teacher. Consult your Media Specialist for an order blank. Order a class quantity of each.

   MERA #17a, #17b -- Community People

   MERA #18 -- Job Descriptions (A)

   MERA #19 -- Job Descriptions (B)

   MERA #20a, #20b -- Community People at Work

   MERA #21 -- Stereotype Tree

   MERA #22 -- Stereotype Pictures--Female

   MERA #23 -- Stereotype Pictures--Male

   MERA #24 -- Parents Are People

   MERA #25 -- William's Doll

   MERA #26 -- The Boy With Green Hair

   MERA #27 -- Agree-Disagree

   MERA #28 -- Braille Shorthand Characters

   MERA #29 -- Discrimination In The Community

2. Transparencies should be made of the following pages of this guide for use with various lessons:

   Occupational Stereotypes Bar Graph, page 24

   Examining Our Pictures Wheel, page 25

   Stereotype Tree, page 32

   Stereotype Person, page 39

   William's Doll, MERA #25, page 57

3. Copies of role playing briefing sheets, pages 53, 54, 55, and 56 should be made for each character. These may be attached to file cards for durability.

4. Order from Tape Center:

   Tape "Where A Stereotype Begins" #6513

   Tape "A Dog, A Cane, A Book" #6601

   Tape "Discrimination in the Community" #

   (optional activity) Videotape "Marlo Thomas and Friends....Free To Be...You and Me"

   (optional lesson) Videotape "Autobiography of Miss Jane Pittman"

5. Obtain from your IMC:

   Filmstrip--"A Dog, A Cane, A Book"

   Filmstrip--"Discrimination in the Community"

   File cards - Braille sentences

6. Materials necessary to teach this unit:

   SRA Social Science Resource Book

   SRA Record "The Boy With Green Hair"

   Our Working World: Cities

   Sound of Sunshine, Sound of Rain from IMC

7. During Lesson VII you will have a speaker from the Iowa Commission for the Blind. Because we are dealing with many volunteers, it would be helpful if all sections of fourth grade in one building could arrange to use the speaker on the same day. The speakers are willing to stay all day if there are several sections of fourth grade per building. Speakers will spend about 45 minutes with each class. Groups of 25 or less would be most workable.

   When arranging for your speaker, please call at least two weeks in advance. Speakers will be arranged through the office of

   Mr. Craig Slayton
   District Office, Iowa Commission For the Blind
   732 Higley Building
   Cedar Rapids, Iowa

   Arrangements should be made by phone. The number is 365-9111. When calling, give the secretary the following information. She has a similar form on which to record your information.

CEDAR RAPIDS COMMUNITY SCHOOLS MERA UNIT

Name of Teacher_____

Name of School_____ Phone_____

Address of School_____

Date desiring speaker_____

Time_____ to_____

Size of Groups_____ Number of Groups_____

Other information which would be helpful to the speaker, such as socio-economic background, contact with blind people, etc.

LESSON I--OCCUPATIONAL STEREOTYPES

Cognitive Goals:

To understand how stereotypes and prejudices are developed.

To understand that the inherited characteristics of people may influence their perceptions of themselves and others.

Cognitive Objectives:

The student will contribute his/her idea of a preferred occupation to a short answer whip.

Given pictures and job descriptions of Cedar Rapids people, the student will match the items expressing stereotypes s/he holds regarding occupations.

The student will analyze his/her occupational stereotypes and be able to express in writing the reasons for the ideas held.

The student will contribute information to a class graph showing ideas or stereotypes held about occupations.

The student will compare and contrast the way s/he matched pictures and occupational descriptions with the way other class members did.

The student will compare his/her matching of the pictures and occupational descriptions and note discrepancies.

The student will summarize the mental process s/he has experienced and tell others how it relates to the "Examining Our Pictures" wheel.

The student will describe possible factors leading to the formulation of occupational stereotypes.

Affective Goals:

To value differing points of view.

To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems.

Affective Objectives:

After factual input, the student will challenge his/her original statements about sex-role stereotyping.

The student voluntarily tells the members of the class how his/her occupations were listed, notes differences, and freely explains his/her markings.

LESSON I--OCCUPATIONAL STEREOTYPES (continued)

Materials:

Picture handouts of Cedar Rapids people, MERA #17a, #17b
Job descriptions of Cedar Rapids people, MERA #18, #19
Picture handouts of Cedar Rapids people at their jobs, MERA #20a, #20b
Transparency of bar graph "Occupational Stereotypes", page 24

Time:

Part A - 45 minutes
Part B - 45 minutes

Vocabulary:

STEREOTYPE: When you think of all things or people in a group in the same way, always the same way. Example: All doctors are men; All bus drivers are men; All nurses are women.

Description:

Part A: The students will contribute their ideas of their preferred occupation. Next, they will match pictures and job descriptions of Cedar Rapids people. They will contribute to a class graph.

Part B: The students will discuss reasons for their matchings and compare their reasons with others in the class. They will find which person does each job and discuss stereotypic ideas they may have held. They will identify factors leading to the formulation of their stereotypes. Then they will summarize the mental process they have experienced.

Method:

Part A: Introduce the lesson by asking the students what occupation they would like to have. Go around the room quickly and illicit one or two word answers from each student. After they have stated their job preferences, pass out the job descriptions, MERA #18, #19, to each student.

"Some of you may find a description that describes the job you would like to have. We will read the descriptions together. As we go over them, think of the pictures that you get in your mind of people who might have these jobs."

Read the job descriptions and then hand out pictures of Cedar Rapids people, MERA #17a, #17b.

"Can each of you picture someone who might have one of these jobs? These are pictures of people who actually have these jobs. Look at the pictures and the job descriptions. Think about which person might have each job and put the number of that person under the job description you think fits them."

LESSON I--OCCUPATIONAL STEREOTYPES (continued)

Put the bar graph transparency on the overhead and proceed as follows:

"Now that you have decided which people you think might have each job, let's look at what ideas we have about men and women holding jobs."

The teacher should go through each profession and ask how many people picked a woman/man for the job. Graph the number of students who felt a woman would have that job and how many felt a man would have that job.

Part B: Using the bar graph transparency discuss the following:

"What does our class feel about women's jobs and men's jobs? Can you explain why many people in the class thought that a police officer would be a man?"

Distribute to each student the "Pictures of Cedar Rapids People at Work, MERA #20." Point out that the bus driver is female and compare this with what the class' sex-role stereotype of a bus driver was. Continue this discussion with each picture. Discuss the reasons for their opinion after each occupation. If they guessed accurately examine their reasons.

Using the transparency of the stereotype wheel, ask the class if anyone remembers seeing this wheel. (Some may be able to relate this to their third grade study of stereotypes of principals, American Indians, Blacks, or Czechs.) (Diagram below.)

Allow students to review what they remember. Terminate activity by having students develop definition for stereotype.

List and define stereotype on the board. Use a definition similar to the one on page 16.

This wheel is a key concept in MERA 3.

Step 1: The idea a student expresses at his/her initial exposure to a concept.

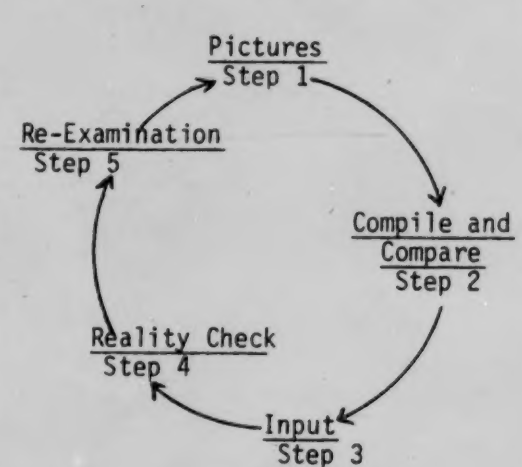
Step 2: Comparison and graphing of ideas.

Step 3: Input of facts about the subject.

Step 4: Comparison of graphed ideas with the facts.

Step 5: Examination of original ideas and formation of new ones.

This process is repeated as insight is gained into the subject being examined.



PICTURES OF CEDAR RAPIDS PEOPLE

#1

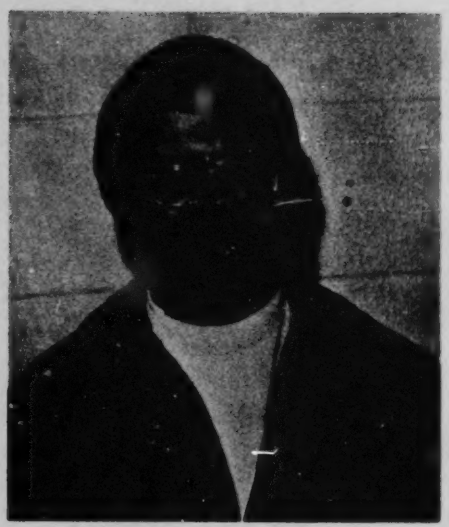
#2

#3

#4

MERA #17a

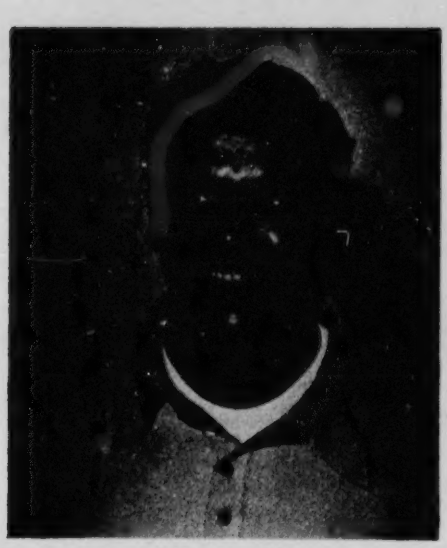
PICTURES OF CEDAR RAPIDS PEOPLE



#5

#6

#7



#8

MERA #17b

JOB DESCRIPTIONS OF PEOPLE IN OUR COMMUNITY

I am very important to people who need transportation to and from their jobs. To do my job, I need to know how to drive and must know my way around Cedar Rapids. I am a city bus driver.

_____

_____

I work with children all day. I help them learn to get ready to read. I help them learn their colors and the alphabet. I am a kindergarten teacher.

_____

_____

I have been to medical school and specialized in diseases of the eye. I help people who are having trouble seeing clearly and fit them with glasses. I am an eye doctor.

_____

_____

I have taught school and gone back to college to learn how to manage a school. Each day I work with students, parents, and teachers. I am an elementary school principal.

_____

_____

I help students when they need books, tapes, records, filmstrips, movies, magazines and reference materials. I organize the media center and help students with library skills. I am a media specialist.

_____

_____

I work for the people of Cedar Rapids to help keep the city safe. I work with people who are having problems or are in serious trouble. I am a Cedar Rapids police officer.

_____

_____

I work with people who are sick and are in the hospital. I help people when they are in pain and need comforting. I am a nurse.

_____

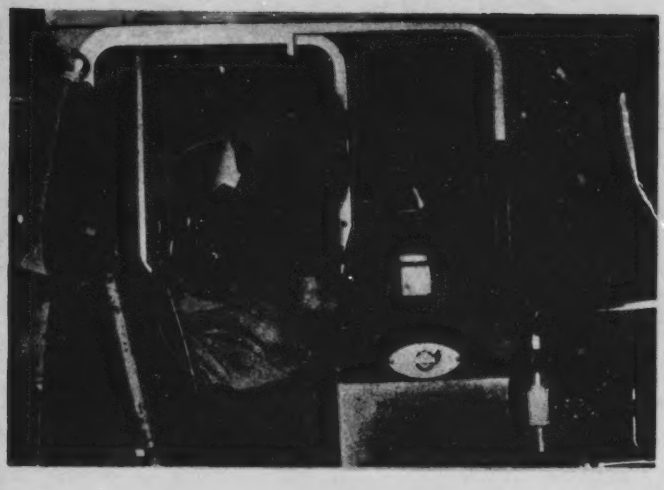
_____

I have worked as a lawyer, but now work in the court room in a different job. I decide what sentence people should receive if they are found guilty. I am a judge.

_____

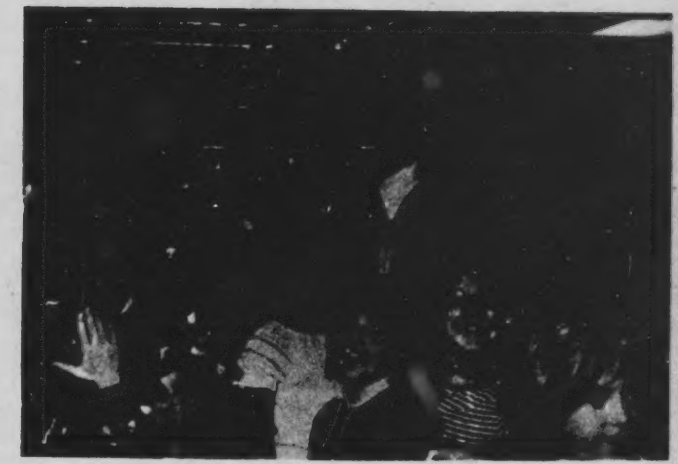
_____

PICTURES OF CEDAR RAPIDS PEOPLE AT WORK



Betty Gardener - Bus Driver

Lachlan Ross - Kindergarten Teacher



Nelson Evans - Principal

MERA #20a

PICTURES OF CEDAR RAPIDS PEOPLE AT WORK

Joe Abbott - Media Specialist

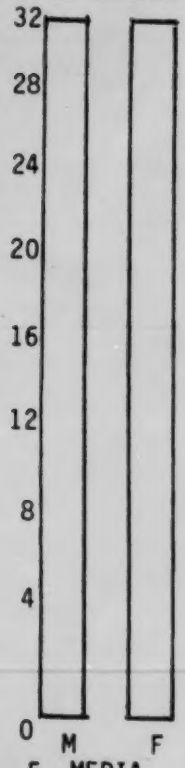
Richard Naylor - Nurse

Lynn Brady - Judge

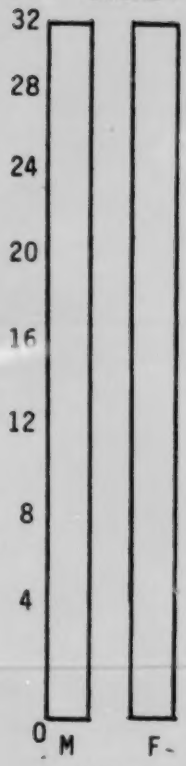
Shirley Pavlichek - Police Officer

MERA #20b

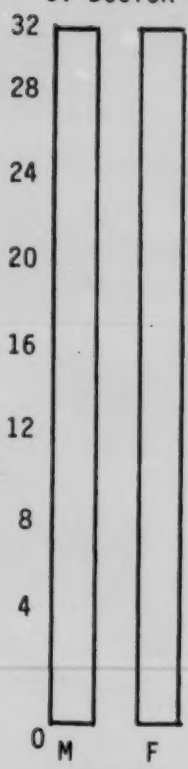
1. BUS DRIVER



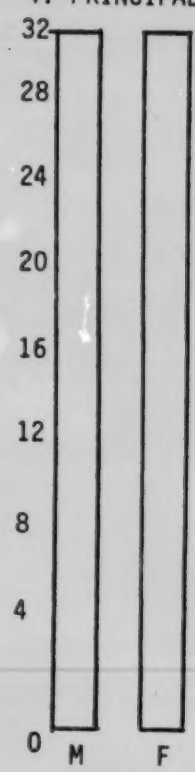
2. TEACHER



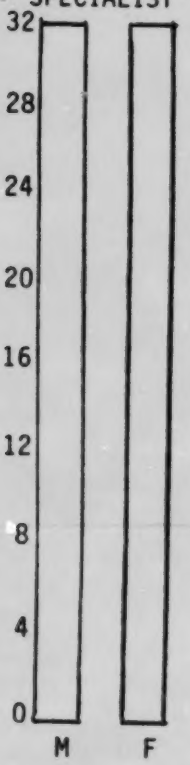
3. DOCTOR



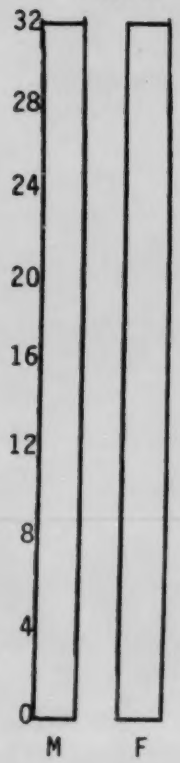
4. PRINCIPAL



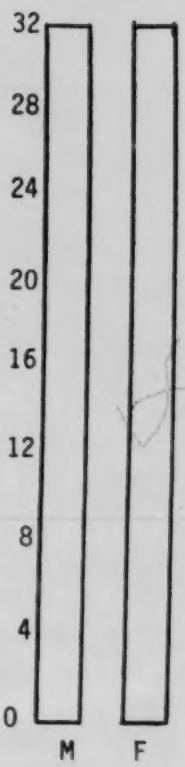
5. MEDIA SPECIALIST



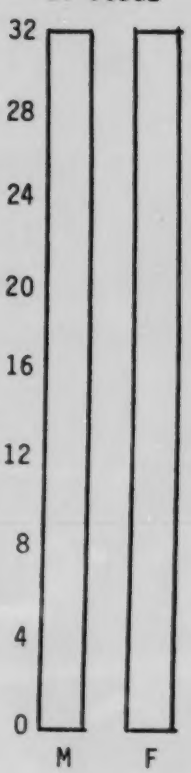
6. POLICE



7. NURSE



8. JUDGE



EXAMINING OUR PICTURES

Step 1.

Stereotyped ideas of job

PICTURES

COMPILE AND COMPARE

Step 2.

Class discussed and made graphs of their ideas and their origins

INPUT

Step 3.

Show pictures of people at their jobs

REALITY CHECK

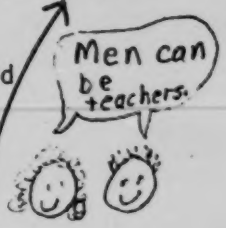
Step 4.

Compared our graphed ideas with real jobs

RE-EXAMINATION

Step 5.

Examining old ideas and reasons for them and make new pictures in mind



LESSON II--WHERE A STEREOTYPE BEGINS

Cognitive Goals:

To understand how stereotypes and prejudices are developed.

To understand that environment plays an important part in shaping a person's perceptions.

Cognitive Objectives:

Having listened to a tape describing the origins of stereotypes, the student will be able to extrapolate the possible causes for their development.

Having listened to the tape about the reasons for stereotypes and prejudices, the student will analyze heredity, environment and emotions and determine the components of each.

Affective Goal:

To form an attitude which will permit examination of personal stereotypes and prejudices as well as those held by others.

Affective Objectives:

The student will identify the basic assumptions in his/her thinking that underlie his/her opinions and emotions.

Materials:

Tape: "Where A Stereotype Begins" #6513
Cassette tape recorder
Transparency: "Stereotype Tree", page 32
Handouts of Stereotype Tree, MERA #21

Time:

Part A - 45 minutes
Part B - 45 minutes

Description:

Part A: The class will hold a discussion about the reasons people stereotype others and develop a list of their ideas. They will listen to part 1 of the tape "Where A Stereotype Begins" and make a specific list of hereditary factors which may cause people to be stereotyped.

Part B: The students will listen to and discuss parts 2 and 3 of the tape and fill in the Stereotype Tree. The students may wish to create role play activities to demonstrate stereotypes.

LESSON II--WHERE A STEREOTYPE BEGINS (continued)

Method:

Part A: "There are many reasons why we feel the way we do about others. We have discovered that often what we feel about a person is not true. Today let us try to think of some of the reasons we have these feelings. Why do we stereotype others? What things about us might cause other people to stereotype us?"

List all reasonable responses on the chalkboard. When students have developed a list, play part 1 of the tape "Where A Stereotype Begins."

After playing the tape ask for the main idea of the section and if necessary review the term heredity. Using the original list of reasons for stereotypes and their ideas from the tape, create a second list of only hereditary factors.

"There are things you are born with. What are they?"

The list could have a title such as "Heredity: the things we are born with." While making the list the teacher should stress that the things people inherit are not good or bad in themselves. Environmental conditions cause people to have positive or negative feelings about these inherited characteristics. An individual has no control over that which he inherits and short of extreme measures, such as surgery, can do little to significantly alter what has been inherited.

Part B: Continue with part 2 of the tape. Feel free to stop the tape at various places and discuss or fill in the tree.

The rest of the tape "Where A Stereotype Begins" tells about the causes of stereotypes. We form feelings about others from things that we experience. We may feel that a nurse should be a woman because in our experience we have not met any male nurses. We may have heard someone say that nurses are women. Our parents may even have told us this. We know that this is not always true as we have seen in our picture matching exercise. A nurse must have many skills but both men and women can perform these skills. Listen to part 2 of the tape and see if you can find some of the causes of stereotypes. After playing, review the term "environment" and pass out MERA #21, the Stereotype Tree.

Help children fill in the word "environment" on one large branch and then discuss what makes up their environment. Fill in the leaves with these words. It might be helpful to list their suggestions on the board and after each part of the tape is played add ideas to the existing list or branches.

Encourage students to listen to tape, part 3, for another source of stereotypes.

LESSON II--WHERE A STEREOTYPE BEGINS (continued)

Play part 3 of "How A Stereotype Begins." After listening to tape, fill in other branch of stereotype tree with word emotions. List various emotions on the leaves.

After the tape, discuss the various parts of the tree:

"These are some of the ways our likes, dislikes and stereotypes may develop. Your stereotypes may be a result of several experiences from different parts of the tree used together. For example, you might think that all dogs are mean because a friend told you a dog chased him. Can any of you think of how you have developed some of your stereotypes and what their origins might have been?" Encourage and allow tracing several of their stereotyped ideas to their origins. Some students may wish to create and demonstrate role play activities to demonstrate these causes of stereotypes."

Lesson II, tape #6513 script:

Part 1: This is part one of the tape, "Where A Stereotype Begins." Our pictures come into our minds in many different ways and we are not always aware we are getting these pictures.

We are stereotyped because of our heredity. We stereotype others because or our environment.

Heredity means what you were born with. It means what you inherited from your parents and grandparents. You could list a number of these things-the color of your eyes, hair, and skin, your fingerprints, the length of your legs, the size of your feet. And what else? Scientists are not sure what else. They are not sure how many things that make us different come from our parents. But they are trying to find out. They do know that a great many differences depend on environment.

You can't change your heredity or go back for a second chance. You can dye your hair, of course, but unless you keep on dyeing it, the old color will always come back. If you have white skin, a suntan will change the color, but suntans eventually fade away.

Everyone inherits different things. Brothers and sisters are not alike even though they have the same parents. Things rearrange themselves and get organized in a new way. A boy might have his mother's eye color and his sister the same eye color as her father. The girl might look like her mother or resemble her father, or she might not look like either of them. The boy and girl inherited different things from their parents and from their parents' parents.

Part 2: This is part two of the tape, "Where A Stereotype Begins." A major cause in helping us form our stereotypes is our environment. Our environment includes the objects, events, and people that surround us in our daily life.

LESSON II--WHERE A STEREOTYPE BEGINS (continued)

Part of our environment is people. People can be divided into groups: parents, other adults, others our age--whom we call peers--and groups we belong to. Let's think about the ideas we get from people--either from what they say or from an action they may make.

Many of our preferences come from observing the reactions and ideas of important grownups around us such as our parents, grandparents, aunts and uncles, and friends of our parents. When we are very young, we think that they know everything. We think the things they say and do must be right.

Mary heard her mother say something about "that fat lady in tight slacks" in a scornful voice. Mary figured that there was something bad about fat ladies who wore slacks. Her mother probably didn't mean to give her this kind of value. But Mary picked it up anyway, because she had heard it from her mother. Even before she met a fat lady in slacks, she had developed a prejudice.

John heard his father lose his temper over "the gas station man who didn't fix the car right." John got the idea that gas station men are bad. He didn't learn this from a personal experience, but he thought that this was what his father believed. His father didn't think that way at all, but John believed he did, so John thought that way.

We learn many likes and dislikes by observing older boys and girls such as brothers and sisters and their friends. We want to behave as they do.

A man in a black leather jacket was sitting on his motorcycle. Suddenly he peeled away from the curb. Jimmy and two older boys jumped back to get away from the flying gravel. "Look at that hood! I'll bet he has a knife in his pocket," said Hank, one of the older boys. Jimmy decided that all motorcyclists carry knives and must be dangerous. He made this inference without any real facts. He thought it must be right if the older boys said so.

Sue heard her big sister talking to a girl friend on the phone. She heard her say, "She's a dumb nut. Only a dumb nut would wear eye makeup in school." When Sue saw a girl with eye makeup at school the next day, she said to herself, "She must be a dumb nut. I wouldn't want to be her friend."

Often we get our ideas of what we like and dislike from friends and people our own age. We do things that we think they will like. We think that will make them like us.

At lunchtime, Linda was sitting with her friends at school. They began to talk about a boy in their class who had a different haircut. He dressed differently, too. Carolyn said, "He sure is an oddball, isn't he? I wouldn't want to sit next to him, would you?" Linda quickly answered, "I should say not!" although she really hadn't felt that way before. Linda wanted the girls to like her and to include her in things. That's why she agreed.

LESSON II--WHERE A STEREOTYPE BEGINS (continued)

Another part of our environment is our schools and the people and materials used in them. When we hear a teacher, a principal or other people at school talking about various subjects, we may be picking up their values. The books, films, filmstrips, tapes, records, pictures and other things are all part of the materials we use at school. These materials also give us ideas which may form pictures or stereotyped ideas.

People also get ideas from religious groups they belong to or from people that belong to religions that they have visited or talked with. Perhaps a religious group reminds you that you should not use bad language. Then when you hear someone swearing or you do yourself, it influences the picture you have of yourself or of that other person.

Did you know that you may be getting many stereotyped ideas from the media you hear or see each day? Such things as your TV, radio, newspapers, and magazines also are part of our environment. Some of our stereotypes come from the media.

Part 3: This is part three of the tape, "Where A Stereotype Begins." The last important cause that influences our stereotypes is the part played by our emotions. Sometimes when we are afraid, when we feel uncomfortable, or when we are angry, we might be influencing our stereotypes.

We develop likes and dislikes by meeting someone who is different from us and feeling uncomfortable about it. Frequently we don't like the person or thing that made us feel uncomfortable.

After school, Jack was helping his mother pick up a prescription at the drug store. Jack's mother introduced him to the man who ran the pharmacy. Jack started to shake hands the way he had been taught, but the man didn't have a right arm. Jack was embarrassed and felt uncomfortable. That made him feel that he didn't like the man with only one arm.

Sarah went over to her friend Jane's house after school. They were in the kitchen making peanut-butter sandwiches when Jane's father came downstairs. He was barefoot and he wasn't wearing a shirt. He had a long, red beard. He didn't look at the girls nor did he speak to them. He was tired because he had been working hard. Sarah felt strange. Her father never acted this way. He didn't look that way either. Sarah decided that she didn't like Jane's father.

One experience can sometimes make a big impression on us. Then we make other decisions based on that one experience. We make generalizations about it.

Greg felt great. He finally had his own plaid lumberjacket. All the other kids wore them. Now he was really part of the gang. He wanted to wear this jacket all the time. He argued and was angry when his mother told him he couldn't wear the jacket to a restaurant. "It won't look right," his mother said. "It's not the proper jacket to wear when you're going out for dinner."

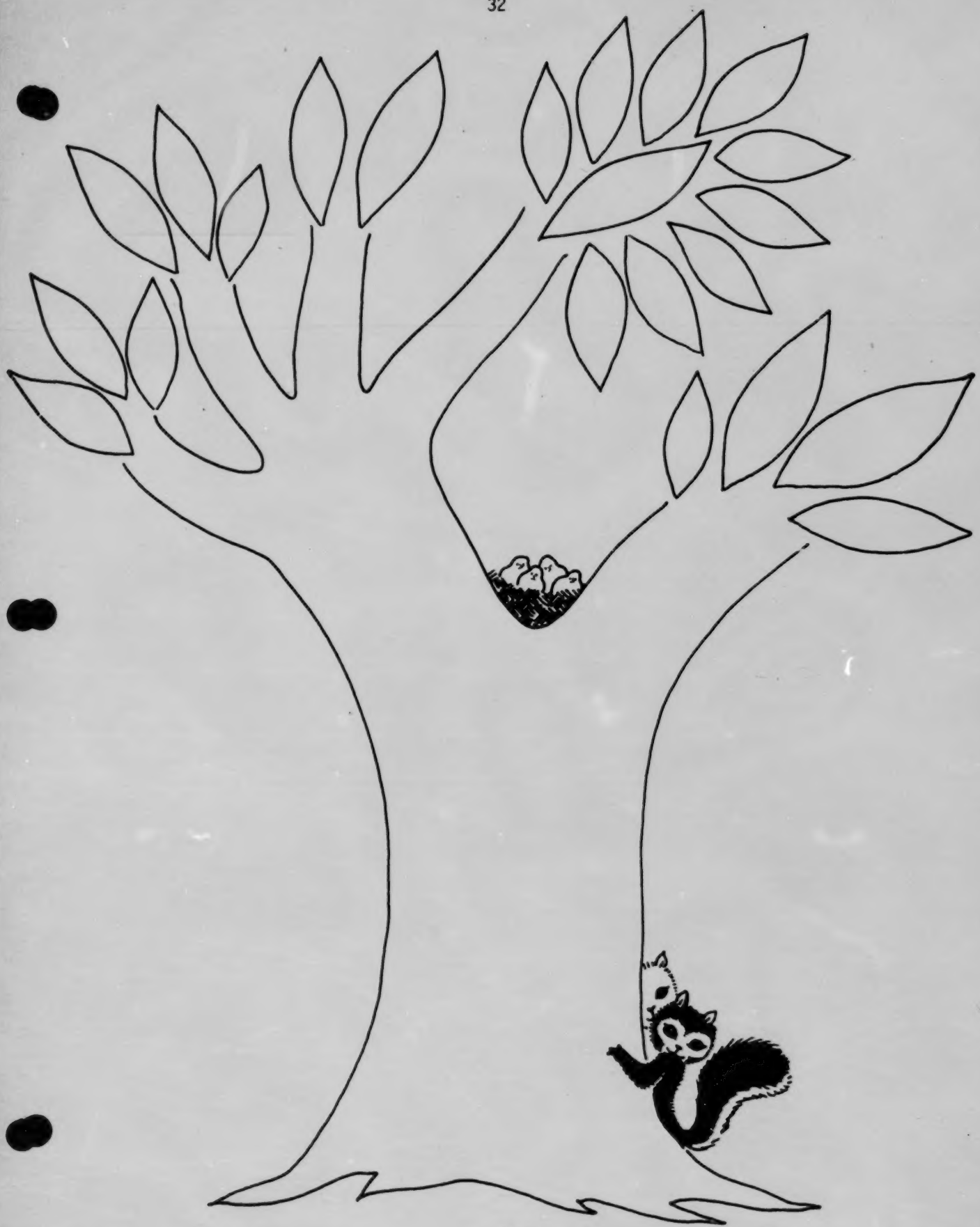
LESSON II--WHERE A STEREOTYPE BEGINS (continued)

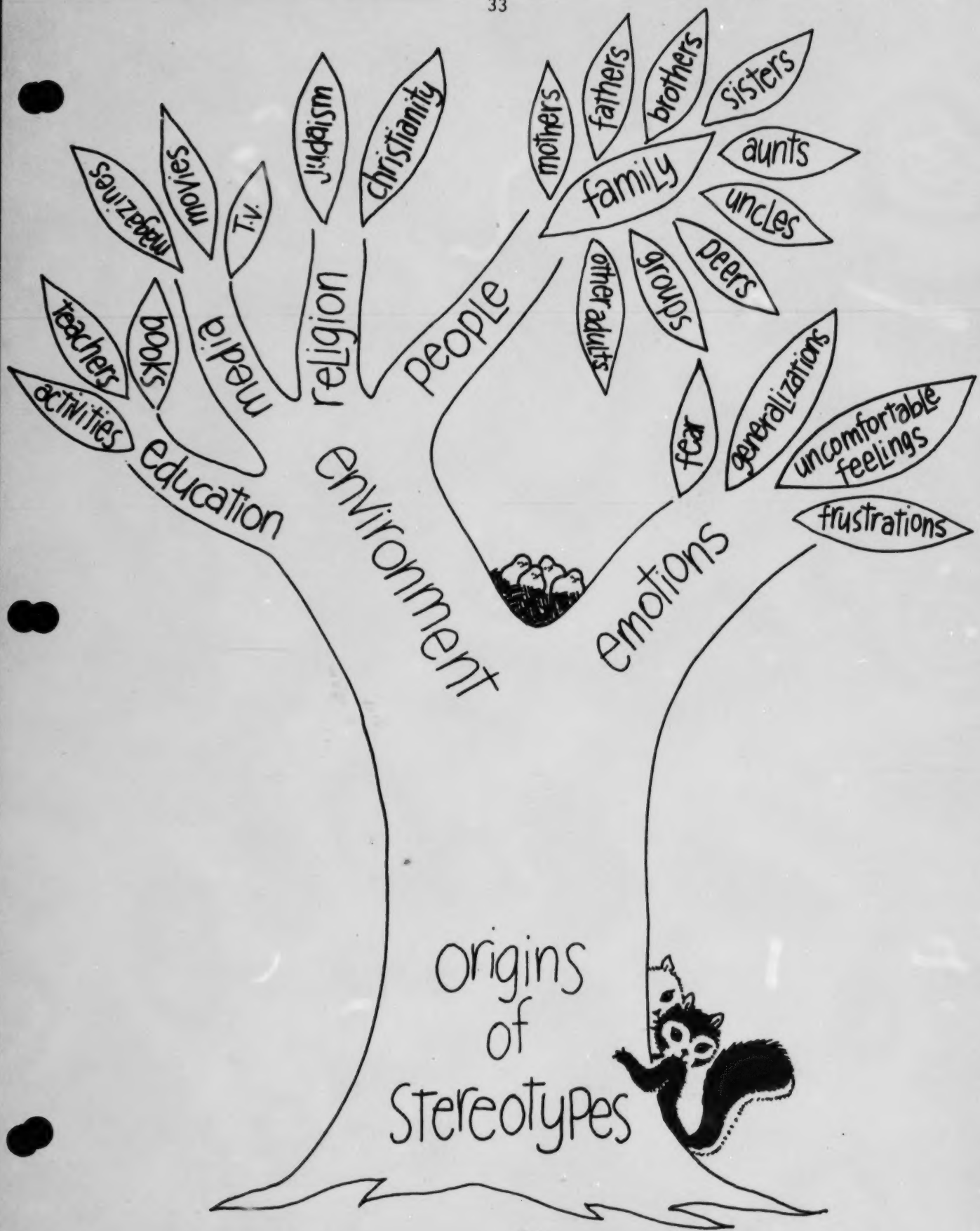
The first time Tom met Tony, the new boy from Italy, they played marbles. Tony didn't speak English very well, but he said he had played marbles at home. When he shot, his hand moved over the line. Then he broke some other rules. Tom decided that Tony was a cheater. Maybe that was the way all Italian kids were, he thought to himself. He didn't know the rules were different where Tony had played and he never found out, because he didn't play with Tony again.

At times we become upset or frustrated because we can't have or get something we want. If we can find some person or some group to blame, it makes us feel better. We can blame it on somebody else instead of taking the blame ourselves.

Jerry and Tim were on the sixth-grade volleyball team. They were playing another sixth-grade team in the finals. Each team had three boys and four girls. After a hard game, Jerry's team lost. He was angry and irritated. "Those dumb girls! They're always messing things up," he said to Tim, as if to explain why his team lost. "Girls are just a pain in the neck."

These little stories are examples of the common ways in which likes and dislikes develop. They are based on studies made by many social scientists. Can you think of ways that you have learned to like or to dislike something?




origins of stereotypes
environment
education
activities
teachers
books
media
T.V.
movies
magazines
religion
Judaism
christianity
people
mothers
fathers
brothers
sisters
family
aunts
uncles
peers
groups
other adults
emotions
fear
generalizations
uncomfortable feelings
frustrations

LESSON III--SEX-ROLE STEREOTYPING

Cognitive Goals:

To understand how stereotypes and prejudices are developed.

To understand that the inherited characteristics of people may influence their perceptions of themselves and others.

To understand that environment plays an important part in shaping a person's perceptions.

To recognize the causes and/or origins of prejudicial behavior.

Cognitive Objectives:

After listening to the tape, "Where A Stereotype Begins", the student will recall the origins of stereotypes, describe these reasons and contribute ideas to a class drawing.

The student will contribute to a class list of sex-role stereotypes with which s/he is familiar.

After viewing pictorial examples of sex-role stereotypes, the student will contribute to a class list other male and female stereotyped roles s/he has heard or seen.

The student will collect examples of sex-role stereotyping in various media and discuss them with his/her classmates.

Applying what s/he has learned about the development of stereotypes and prejudices, the student will construct mobiles, collages, etc. showing a part (heredity, environment, emotions) and its respective components.

Affective Goals:

To form an attitude which will permit examination of personal stereotypes and prejudices as well as those held by others.

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as <u>individuals</u> rather than according to stereotypes.

Affective Objectives:

The student reads written materials or listens to people with attention to subtle meanings that are prejudicial or discriminatory.

The student will defend and challenge the sex-role stereotypes that s/he contributed to the class chart.

The student demonstrates acceptance of people with differing behavioral patterns.

LESSON III--SEX-ROLE STEREOTYPING (continued)

The student expresses feelings s/he has experienced when expected to fulfill a traditional sex-role.

The student accepts feelings other students have experienced when they were expected to fulfill traditional sex-roles.

The student will voluntarily seek out or bring material to add to the mobiles, collages, etc. showing origins of stereotypes and prejudices.

Materials:

Transparency of "Stereotype Tree" (or bulletin board), page 32
Transparency of "Stereotype Person", page 39
Large paper for class list
Sex role stereotype pictures, MERA #22 Female, MERA #23 Male
Magazines for cutting out pictures
Scissors for students
Past or glue for collage
Paper for collage
Wire for mobiles
String for mobiles
(optional) Record "Free To Be....You and Me", side 1, band 6, "Housework"

Time:

Part A - 45 minutes
Part B - 45 minutes

Description:

Part A: The class will review the origins of stereotypes using the "Stereotype Tree" transparency from the previous day. Using the transparency of the "Stereotype Person", the students will discuss the origins of stereotypes. The students will verbally suggest sex role stereotypes for a class list. Some pictures of sex role stereotypes will be discussed by the class. Students will use magazines to find pictures of sex role stereotypes.

Part B: Students will explain the sex role stereotype pictures they selected. The students will make mobiles, collages, diagrams, or charts to illustrate origins of stereotypes. For the next class, the students will be asked to find examples of sex role stereotyping in TV shows, advertising, their neighborhood, and home life.

Method:

Part A: Using the "Stereotype Tree" transparency (or bulletin board) used in Lesson II, review the origins of stereotypes. Point out the two main branches of the tree and discuss the various environmental and emotional causes. The teacher may wish to refer to the diagram of the tree on page 33.

LESSON III--SEX-ROLE STEREOTYPING (continued)

The "Stereotype Person" transparency will help to illustrate how stereotype reasons affect people.

"This sketch is a person who represents each of us. There are many reasons for stereotypes. Much of what we are - what we look like, our bodies, and in some ways our ability to think and learn - comes from our heredity."

Ask students to volunteer their ideas and write them on the transparency according to the following guidelines:

*Things we inherit will be written around the body near the part to which they refer
- Eye color
- Ear size
- Nose size
- Hair color, curliness
- Height
- Skin color

There are many causes for our stereotypes. Let's see what causes we can remember from the Stereotype Tree.

*Environmental causes will be written in the four arrows outside the body. More arrows may be added as students suggest other causes. The four general environmental causes, to be written in the arrows are:
- People
- Education
- Religion
- Media

More specific causes, which may be added by drawing additional arrows might be:
- People--family
  - other adults
  - peers
  - groups
- Education--books
  - teachers
  - activities
- Religion--Christianity
  - Judaism
  - Moslem
- Media--movies
  - magazines, newspapers
  - television

*Emotional causes should be written near the heart, or some place inside the body
- Fear
- Uncomfortable feelings--embarrassment
  - loneliness
- Generalizations--everyone is doing it
  - know one, know them all
- Frustrations--left out
  - irritated
  - anger

LESSON III--SEX-ROLE STEREOTYPING (continued)

"Many of us think of certain jobs or activities for men and certain jobs or activities for women. Today we want to think of as many of these pictures or stereotypes as we can. We will write them on a chart. What stereotypes can we think of for men? What stereotypes can we think of for women?"

Example:
Using a large piece of paper, have the class develop a list of sex role stereotypes. Write student suggestions of the chart. The chart should be kept for reference during later lessons.

Sample of chart students could make:

STEREOTYPES OF MEN AND WOMEN

MEN	WOMEN
like sports	like to cook and bake
like to drive the car	are scared of mice and snakes
read the newspaper	clean
work hard	
policeman	secretary
doctor	teacher
lawyer	nurse
pilot	beautician

Use the sex role stereotype pictures on hand out MERA #22, #23 as examples of the types of pictures students will look for in magazines. Initiate a discussion:

"When we look in magazines, we note many examples of sex-role stereotyping. These pictures are similar to some we might find. Let's see what sex-role stereotype is shown in each of these pictures."

Picture 1 women are secretaries.
2 women are teachers.
3 women do the shopping.
4 women do the laundry.
5 men are dentists.
6 men repair cars.
7 men do physical labor.
8 men relax at home.

Ask students to search for other examples in magazines. Students may do this project individually or in small groups. Their pictures may be mounted on paper or used on a bulletin board. Students should be able to explain the sex-role stereotype illustrated in each picture.

Part B: Using the magazine pictures students found during the previous lesson, have students explain sex role stereotypes they found. Explanations may be made to the entire class or small groups of students.

"We want to know what sex role stereotypes are illustrated in the pictures we found. Tell us what stereotype you had in mind when you chose the picture."

LESSON III--SEX-ROLE STEREOTYPING (continued)

If the student is able to explain the cause of origin of his/her stereotype, encourage them to do so. Examples of what students might say:

"This 7-Up commercial shows the men carrying the cooler while the women watch. The stereotype is that women may be weak. I got this stereotype from my environment because my mom always asks my dad to carry the heavy things."

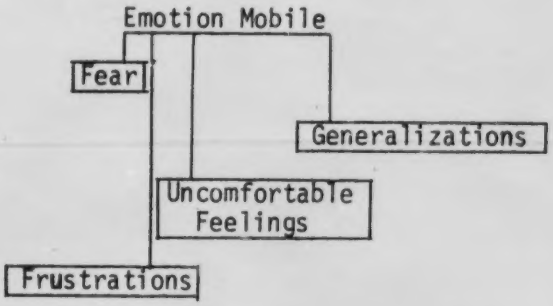
"This picture shows a woman waxing the floor. She looks like she's enjoying it. This could be generalized to make a stereotype that women love to wax floors and clean. I learned this stereotype from TV."

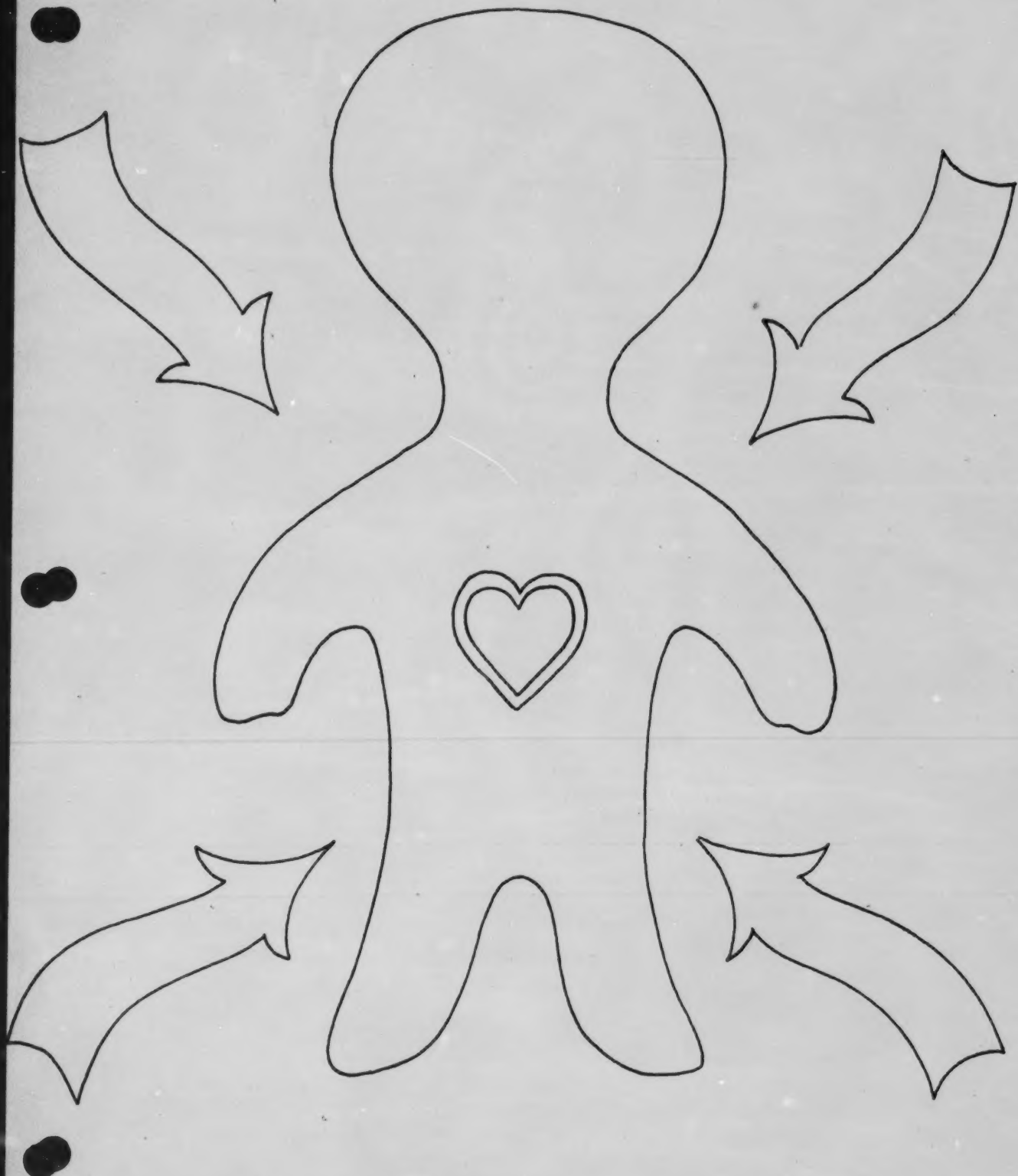
The teacher may play "Housework" from "Free To Be....You and Me", side 1, band 6 to reinforce the idea that some people don't "love" housework and that actresses are paid to look happy while doing housework in a commercial.

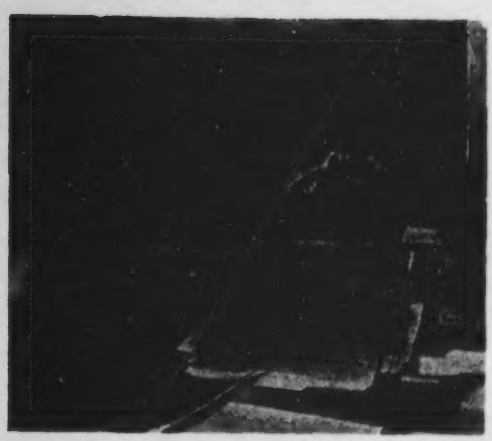
Ask students to watch for sex-role stereotypes in TV commercials and programs. They will discuss them in the next lesson.

Optional Activity:

Divide students into groups for the making of mobiles, collages, graphs, or charts. The project will show origins of stereotypes. Each project should be limited to one main idea--heredity, environment, or emotions. Different groups could choose each topic. Example:







1

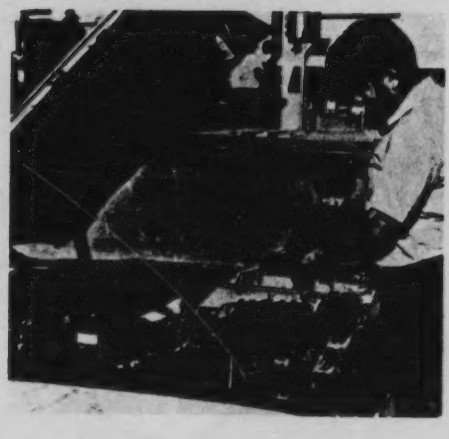
2

3

4

MERA #22

5



6

7

8

MERA #23

LESSON IV--FREE TO BE

Cognitive Goals:

To understand that the inherited characteristics of people may influence their perceptions of themselves and others.

To understand that environment plays an important part in shaping a person's perceptions.

To recognize the causes and/or origins of prejudicial behavior.

Cognitive Objectives:

Having discussed sex-role stereotypes, the student will examine and state causes for his/her feelings regarding sex-role stereotyping.

Having listened to "Boy Meets Girl" and "Parents Are People", the student will demonstrate an awareness of different attitudes toward sex-roles by discussing stereotypes in a group.

During class discussion, the student will extrapolate the concept that emotional reactions to sex-roles can lead to prejudicial behavior.

Affective Goals:

To form an attitude which will permit examination of personal stereotypes and prejudices as well as those held by others.

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as <u>individuals</u> rather than according to stereotypes.

Affective Objectives:

The student will voluntarily participate in a class discussion about sex-role stereotypes.

The student will note stereotypes found in the media and question them.

After listening to the record "Parents Are People", the student will demonstrate an awareness of sex-role stereotyping.

During a fishbowl discussion, the students will investigate his/her feelings about sex-role stereotyping.

Materials:

Record "Free To Be....You and Me"
"Parents Are People", student copies, MERA #24, page 46
Record player
Transparency - "Stereotype Tree, page 32
(Optional) Videotape "Marlo Thomas & Friends: Free To Be....You and Me"
for end of Lesson IV or V

LESSON IV--FREE TO BE (continued)

Time:

45 minutes

Vocabulary:

"Prejudice: A feeling of favorableness or unfavorableness which is based on unfair judgment."
"Prejudicial behavior: Any type of action which is a result of your prejudice."

Description:

The students will review the sex-role stereotypes discovered in Lesson III and discuss any scereotypes they have observed the previous evening. They will listen to two stories that present non-sexist viewpoints and discuss their emotional reactions to them using a fishbowl technique.

Method:

"We have found examples of sex-role stereotypes in magazines, pictures, and books. What are some of the stereotypes that we discovered?"

Refer to "Sex-role Stereotype" list compiled in Lesson III and discuss it briefly.

"What are some of the sex-role stereotypes that you observed around your neighborhood?"

"What sex-role stereotypes did you observe on TV commercials and programs?"

If the students state stereotypes that are listed on the class list, point them out, perhaps with a star or write TV after the word. Add any new stereotypes to the class list.

"We have recognized many sex-role stereotypes in our media and have become comfortable and convinced we are right in our thinking that they are not stereotypes. Before we examined them, we thought they were facts. It is very difficult to listen to different ideas. Sometimes our feelings become so strong we say a person is prejudiced. A prejudice is a feeling of favorableness or unfavorableness which is based on unfair judgment. For example, if you have the stereotyped idea that only boys should play baseball and if a girl decides she wants to play baseball, boys and girls may show prejudiced feelings against her by calling her names, making fun or her, or by staying away from her. Today we will have a chance to listen to two stories about sex-role stereotypes that may be different from what we are accustomed to. Perhaps we will hear some prejudices. The first record is called "Boy Meets Girl." It takes place in a hospital nursery. The conversation is between two newborn babies. Use your imagination and listen for stereotypes."

LESSON IV--FREE TO BE (continued)

Play "Boy Meets Girl" from the record "Free To Be....You and Me", side one, band 2, (time 2:30). Play it twice or as often as you feel it is necessary for the student to appreciate the humor and discuss the stereotypic statements.

Lead a discussion around the "Boy Meets Girl" record, bringing out what the students thought was funny and why. The following questions may be used to guide the discussion:

"What were some of the stereotyped statements that the boy made?" (If their suggestions are not on the class list, add them.)

"What were some of the stereotyped statements the girl made?" (If their suggestions are not on the class list, add them.)

"Notice how some of the stereotypes on our class list are stated in the story." Referring to the "Stereotype Tree" transparency or bulletin board, ask students to decide if the causes for the stereotypes in the record were environmental or emotional.

"We had fun laughing at the story and many of the stereotyped statements because we knew they were not true of the boy and girl. Many times during the day you may hear stereotyped statements. Now we are going to listen to a record called 'Parents Are People.' Listen for the change in attitudes in this story and see if you can find any sex-role stereotyping."

Play "Parents Are People" from the record "Free To Be....You and Me", side 2, band 5, (time 3:30). Distribute copies of the lyrics to be followed or sung as the record plays.

Discuss "Parents Are People" using the following questions:

"In the song 'Parents Are People', what are some of the jobs that women do?"

"What are some of the jobs that men do?"

"Are the jobs that men do things that women can do?"

"Are the jobs that women do things that men can do?"

"Does 'Parents Are People' stereotype according to sex?"

"To discuss our feelings about sex-role stereotypes and why we have them, we are going to use the fishbowl discussion technique."

Arrange the students so that six students are seated in a circle with the rest of the class in a circle around them. In the inner circle, place two empty chairs for future participants and a chair for the teacher. Explain that the six students in the inner circle are permanent participants but that any students may occupy one of the empty

LESSON IV--FREE TO BE (continued)

chairs for a short time to contribute to the discussion. Only people in the fishbowl are allowed to say anything. The teacher serves as an impartial moderator. The teacher should be careful to pick six articulate students with differing opinions who will be able to represent their view successfully. The teacher may lead the discussion with such emotion-provoking questions as:

"How do you feel about sex-role stereotyping?"

"What kinds of jobs do you think men/women should have?"

"Do you think being male or female determines who has a job? Why or why not?"

"Why have certain roles been given to women and men? Why do you think some of these are changing?"

The teacher should remind the class that they are making value judgments and that they should respect each others' opinions. The teacher should not unduly influence the flow of the discussion, but let the children follow the flow of their feelings, interjecting questions only when the discussion tapers off. While the students may have reason to disagree with each other, they should listen to others' opinions in hope of learning new attitudes with the goal of understanding stereotypes.

In conclusion the teacher should wrap up the discussion by stating some of the opinions presented during the discussion, and relate them to the "Stereotype Tree" when possible.

"During the rest of the day, listen for sex-role stereotypes and notice how you feel if someone stereotypes you. For example, if you are a girl and want to play football and are made fun of, if you are a boy and want to learn how to crochet and are put down, remember your feelings towards yourself and person with the stereotype as we will be examining those feelings in our next lesson."

Note "Free To Be....You and Me" will be used in Lesson V. It would be advisable to keep the record out of general use until Lesson V is completed. Perhaps a tape of the two stories could be made for students to replay.
A videotape "Marlo Thomas & Friends: Free To Be....You and Me" (45 minutes) could be used with Lesson IV or V.

PARENTS ARE PEOPLE
by Carol Hall

1. Mommies are people.
People with children.
When mommies were little
They used to be girls,
Like some of you,
And then they grew.

And now mommies are women,
Women with children,
Busy with children,
And things that they do.
There are alot of things
A lot of mommies can do.

Some mommies are ranchers
Or poetry makers
Or doctors or teachers
Or cleaners or bakers.
Some mommies drive taxis
Or sing on TV.
Yes, mommies can be
Almost anything they want to be.

Spoken: They can't be
grandfathers...or daddies...

2. Daddies are people.
People with children.
When daddies were little
They used to be boys,
Like some of you,
But then they grew.

And now daddies are men,
Men with children
Busy with children
And things that they do.
There are a lot of things
A lot of daddies can do.

Some daddies are writers
Or grocery sellers
Or painters or welders
Or funny joke tellers.
Some daddies play cello
Or sail on the sea.
Yes, daddies can be
Almost anything they want to be.

Spoken: They can't be
grandmas...or mommies...

3. Parents are people.
People with children,
When parents were little
They used to be kids
Like all of you,
But then they grew.
And now parents are grown-ups,
Grown-ups with children,
Busy with children,
And things that they do.
There are a lot of things
A lot of mommies
And a lot of daddies
And a lot of parents
Can do.

MERA #24

LESSON V--EXAMINING FEELINGS

Cognitive Goals:

To understand that environment plays an important part in shaping a person's perceptions.

To recognize the causes and/or origins of prejudicial behavior.

To recognize behavioral patterns that show prejudicial ideas.

To understand the social consequences resulting from prejudicial behavior.

Cognitive Objectives:

After listening to "William's Doll", the student will identify through discussion the part that family members and friends play in shaping a person's perceptions.

After listening to "William's Doll", the student will identify in writing specific stereotypes and examples of name calling.

Through group discussion, the student will extrapolate the social consequences of strong emotional feelings about a specific stereotype.

Through role playing, the student will demonstrate his/her understanding that strong emotions lead to prejudicial behavior.

Affective Goals:

To value differing points of view.

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as <u>individuals</u> rather than according to stereotypes.

To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems.

Affective Objectives:

The student will have increased sensitivity to feelings, values and attitudes of others on the playground.

The student will recognize varying points of view by participating in role-playing situations involving stereotypic behavior.

The student defends feelings, values, attitudes and points of others in role-playing activities.

The student volunteers to participate in role-playing situations involving stereotypic behavior.

LESSON V--EXAMINING FEELINGS (continued)

Materials:

Record: "Free To Be....You and Me", "William's Doll", side two, band 3
Student copies of words to "William's Doll", MERA #25, page 57
Transparency of words to "William's Doll, MERA #25, page 57
Chalkboard and chalk
Role-playing cards, page 53-54-55-56

Time:

Part A - 45 minutes
Part B - 45 minutes

Description:

Part A: The student will discover emotional causes of stereotypes through discussion of their emotional reactions to being stereotyped and listening to the record "William's Doll."

Part B: The class will discuss scenes depicting emotions which lead to discrimination.

Method:

Part A: The teacher will review the ideas covered in Lesson IV and discuss what stereotypes they observed the previous evening and how they felt when being subjected to stereotypic behavior.

> "In the previous lesson we discussed stereotypes of men and women and how some of the stereotypes are inaccurate. What were some of the stereotypes that we discussed? We have been watching for sex-role stereotypes. What are some of the stereotypes that you have observed?"

"Did any of you have the feeling of being stereotyped by someone else? What kind of feeling did you have when someone stereotyped you?

"Today we are going to listen to a story about a boy who is not allowed to do what he wants to because of his parents' ideas of what boys should do. As you listen to the record, watch for examples of 1) stereotypes, 2) name calling, and 3) feelings." The teacher should list the three items the students are listening for on the chalkboard. Distribute copies of the lyrics to "William's Doll" for each student to follow. At the same time use a transparency of the lyrics on the overhead."

After listening to "William's Doll" ask the students to draw a line under any stereotypes of girls and to put a box around stereotypes of boys. Lead off by having them underline "Dolls are for girls" in the second stanza. The students should also put a box around the stereotypes of boys' games in the third stanza.

LESSON V--EXAMINING FEELINGS (continued)

Listen to "William's Doll" again and have the students circle on their copy any words that are name calling when they hear them in the story.

You will find the poem "William's Doll", MERA #25, page 57

After listening to "William's Doll" the second time discuss the following questions:

1. To bring out stereotypes:
   What stereotypes did you underline for girls?
   (The students should have underlined "Dolls are for girls" in the second stanza. As the students state a stereotype they underlined the teacher should underline it on the transparency.)

   What stereotypes did you put a box around for boys?
   (Be sure to include the stereotypes in stanza three about boys' games.)

   Why do you think boys and girls are stereotyped this way?
   (Bring out that some boys are given basketballs, badminton sets, marbles, and baseballs to play with when they are young so that they become good in those areas. Show that some girls are given dolls rather than sports equipment so they don't have the opportunity to learn sports; i.e., they are conditioned from an early age to fit sex-role stereotypes.)

2. Name calling
   Which of the names that William was called did you circle?
   (Circle sissy, jerk, and point out the chorus "A doll a doll, William wants a doll!")

   Why did people call William names?
   (Help children realize that because people feel uncomfortable when their ideas are directly or indirectly challenged, they seek to make the other people feel uncomfortable by name calling. When a person calls someone a name it makes him feel more comfortable because he has made the other people feel uncomfortable by name calling. When a person calls a name it makes him feel more comfortable because he has made the other person inferior and, therefore, feels superior.)

3. Feelings
   How do you think William felt when his ideas were laughed at?

   Why do you think people were afraid to let William have a doll?

   How do you think William's family and friends would have treated William if Grandma hadn't defended William?

LESSON V--EXAMINING FEELINGS (continued)

What things might William's friends have done if William had played with a doll but was not good in sports?

When we have strong feelings about our stereotypes, they can make us act in ugly ways. If we act strongly either for or against people because of our prejudices about them, we are discriminating for or against them. (The teacher may wish to write this definition on the board.) What are some of the discriminatory things that William's friends might have done to him?

Who showed discrimination for William?

Who showed discrimination against William?

Part B: Role Playing Experiences:

"Because we have discussed how emotional feelings lead to discrimination, I'd like to have you role play some situations that might have happened to you."

Role Playing Experience 1.

1) When we are role-playing remember that you should act the part of the character you're assigned. If you are supposed to hate candy, but in real life you love candy, you still must act as if you can't stand candy in the play. Remember that the object of each dramatization is to show that as a result of our feeling about stereotypes we discriminate against people.

I will need three people to play the part of boys who are playing baseball and one person to play the part of a girl who wants to play baseball.

Give four students their briefing sheets (pages 53-56) and discuss the situation with them answering any questions they may have and reviewing what they are to show, i.e...because of the boys feelings of prejudice they discriminate against Jean.

Directions for class members who are observing.
"While we are watching the incident look for examples of 1) stereotypes, 2) name calling, and 3) feelings that cause discrimination." (These should be on the chalkboard from the discussion of "William's Doll.")

When the students have acted out the ideas on the briefing cards successfully, bring the role playing to a close and discuss the following questions. (Debrief the characters by thanking them and making them part of the class.)

What stereotypes were expressed?
Girls should play "girls games".
Girls don't have the ability to play baseball.
Girls are dumb.

LESSON V--EXAMINING FEELINGS (continued)

What names were called?
Tom boy
Jerk
Dummy

What feelings did the boys have?
Anger, disgust, humor, fear, shyness, superiority

How did these feelings turn into discrimination?
Because of their feelings of superiority they put down Jean and wouldn't let her play. They would even break up the game rather than let her play.

How was Jean discriminated against?
She couldn't play and was called names.

Role Playing Experience 2.

2) I will need to have three people to play the part of girls who are spending the night at a friend's house and one person to play the part of a brother who lives in the house. The three girls are finished playing a game and are hungry. The boy offers to bake some cookies.

Give the four students their briefing sheets and discuss the situation with them, answering any questions they may have and reviewing what they are to show, i.e. because of the girls' feelings of prejudice they discriminate against the boy.

Directions for class members who are observing:
"While we are watching the incident look for examples of 1) stereotypes, 2) name calling, and 3) feelings that cause discrimination: (These should be on the chalkboard from the discussion of "William's Doll.")

When the students have acted out the ideas on the briefing cards successfully bring the roleplaying to a close and discuss the following questions. (Debrief the characters by thanking them and making them part of the class.)

What stereotypes were expressed?
Boys should play rough games.
Boys should play with boys.
Boys should not cook because that is girls' work.
Boys are weak if they cook.

What names were called?
Sissy, jerk, dummy

What feelings did the girls have?
embarrassment, superiority, disgust, humor

LESSON V--EXAMINING FEELINGS (continued)

How did these feelings turn into discrimination?
Because of their embarrassment at Tom's offer to cook for them, and his change in sex-roles, the girls felt superior. Because they felt Tom was not conforming to recognized sex-roles, they were embarrassed. To make them feel superior to Tom they needed to put him down by making fun of him.

How was Tom discriminated against?
Tom was called names and made fun of in front of friends. He was not allowed to do what he was capable of doing because of the stereotype that boys don't cook.

Boy 1

You and two other boys are starting a baseball game. You are out on the playground when Jean comes up to ask if she can play baseball with you. You are to act as if she is kidding. You can't believe that a girl would want to do anything but play hopscotch and play on the bars. You don't think she has the ability to play baseball. You tell her this and then call her names, like Tom Boy, etc. You would not play baseball if she is allowed to play.

Boy 2

You and two other boys are starting a baseball game. You are out on the playground when Jean comes up to ask you if she can join your game. You are to tell her "No" when she first asks and say she's dumb to even ask and that she doesn't have any business asking. You refuse to discuss it with her and when she keeps trying, you keep telling her to get lost, or go play girl stuff.

Boy 3

You and two other boys are starting a baseball game. You are on the playground when Jean asks to join your baseball game. You act as if you really wouldn't mind if she played, but you are afraid to say too much because the other boys don't want her and you don't want to be made fun of. You know Jean can play baseball well and you tell them that once, but you don't defend Jean. When the discussion gets heated, you won't say much.

Jean

You see three boys on the playground starting a baseball game. You have played baseball a lot and are good. You ask if you can play. Boy 1 and 2 will say "No" and argue with you. Boy 3 will say he knows you play well, but he will not defend you. You argue with the boys that you have the ability, that you don't want to play hopscotch or hang on the bars and that it isn't fair that they won't let you play just because you are a girl. You won't give an inch in your feelings of wanting fair treatment.

Mary

You are a good friend of Ann and Susan's and have known Tom for a few years. You and Ann and Susan are playing a game and get hungry and talk about getting something to eat. Tom, who is watching TV, offers to make some cookies, and you think that is really dumb of him, and you tell him so. You call him a sissy and say that he should be playing things that boys play like baseball or football and NOT cooking. You really tease him and talk the other girls into making popcorn so that Tom can't cook.

ANN

You are a good friend of Mary and Susan's and have known Tom for a few years. You and Susan and Mary are playing a game and get hungry and talk about getting something to eat. Tom, who is watching TV, offers to make some cookies. You tell Tom that he is a jerk, that boys aren't supposed to be in the kitchen. You really tease him about wanting to cook, but are not as loud as Mary. You think he could make good cookies and wouldn't mind eating them, but you really don't want to say so in front of your friends. You go along with Mary when she suggests that you make popcorn.

TOM

You are Susan's younger brother. You know Mary and Ann very well because they play with Susan a lot. While they are playing a game, you are in the same room watching TV. When you hear them say they are hungry, you offer to bake some cookies because you are a good cook and you enjoy cooking. When the girls make fun of you, you defend yourself by saying that men should know how to cook. You point out that if only women cooked, men would have a difficult time getting anything to eat. When they force you out of the kitchen, you tell them that some day they'll be glad that men can cook.

SUSAN

Tom is your younger brother and knows Mary and Ann very well because they play with you a lot. You and your friends are playing a game and Tom is watching TV. You and Mary and Ann get hungry and talk about getting something to eat. When Tom says he will make some cookies, you tell him to go watch TV because you are embarrassed to have your friends know that Tom can cook. You think it is really a little strange for Tom to cook, but you don't say too much to him about it. When Mary and Ann make fun of Tom, you don't defend him. You will not let Tom bake the cookies; instead, you compromise and make popcorn.

WILLIAM'S DOLL

When my friend William was five years old
He wanted a doll to hug and hold.
"A doll," said William, "is what I need
To wash and clean and dress and feed;
A doll to give a bottle to,
And put to bed when day is through;
And any time my doll gets ill,
I'll take good care of it,"
Said my friend Bill.

"A Doll! A doll! William wants a doll!"
"Don't be a sissy," said his best friend Ed.
"Why should a boy want to play with a doll?
Dolls are for girls," said his cousin Fred.
"Don't be a jerk," said his older brother
"I know what to do," said his father to his mother.

So his father bought him a basketball,
A badminton set and that's not all,
A bag of marbles, a baseball glove,
And all the things a boy would love.
And Bill was good at every game,
Enjoyed them all but all the same
When Billy's father praised his skill,
"Can I <u>please</u> have a doll now?" said my friend Bill.

"A doll! A doll! William wants a doll!"
"A doll! A doll! William wants a doll!"
Then William's grandma arrived one day
And wanted to know what he liked to play.
And Bill said, "Baseball's my favorite game.
I like to play, but all the same,
I'd give my bat and ball and glove
To have a doll that I could love."
"How very wise," his grandma said.
Said Bill, "But everyone says this instead:

'A doll! A doll! William wants a doll!
A doll! A doll! William wants a doll!'
So William's grandma, as I've been told,
Bought William a doll to hug and hold.
And William's father began to frown
But Grandma smiled and calmed him down, explaining:

"William wants a doll so when he has a baby someday
He'll know how to dress it, put diapers on double,
And gently caress it to bring up a bubble
And care for his baby as every good father should learn to do
William has a doll! William has a doll!
'Cause someday he is going to be a father, too."

LESSON VI--THE BOY WITH GREEN HAIR

Cognitive Goals:

To understand how stereotypes and prejudices are developed.

To understand that the inherited characteristics of people may influence their perceptions of themselves and others.

To recognize the causes and/or origins of prejudicial behavior.

Cognitive Objectives:

After listening to "The Boy With Green Hair", the student will define a stereotype and be able to list three or four examples of stereotypes s/he has heard in his/her daily life.

After listening to band two of "The Boy With Green Hair", the student will contribute to a class list the three stereotypes they have heard in the story.

After listening to band three of "The Boy With Green Hair", the student will tell the class how s/he thinks Phil feels.

After listening to the record "The Boy With Green Hair", the student will indicate his/her feelings about stereotypes on an agree-disagree scale.

Affective Goals:

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as <u>individuals</u> rather than according to stereotypes.

Affective Objectives:

After listening to the record "The Boy With Green Hair", the student will verbally defend his ideas about Phil's feelings.

After listening to the record "The Boy With Green Hair", the students will develop a generalization similar to the following: A group of people should not be judged by the behavior of one person.

Materials Needed:

SRA Record "The Boy With Green Hair" (Available in IMC)
Record player
MERA #26 "The Boy With Green Hair", page 61

LESSON VI--THE BOY WITH GREEN HAIR

Time:

45 minutes

Description:

In this lesson the class will listen to the four parts of the record "The Boy With Green Hair" and participate in brief activities related to the record. These include defining a stereotype, listing several stereotypes they have heard, group discussion on feelings and charting their feelings concerning the characters in the record and their own feelings about stereotypes.

Method:

"We have been spending the last few days learning about where we get our stereotypes or prejudice. We also learned a little about people's feelings and emotions when they are stereotyped. Today we are going to listen to a record which will give us a chance to look at stereotypes a little differently. Imagine that our principal brought a new student to our room and that the new student had green hair. Listen carefully:..."

play "The Boy With Green Hair", band 1

"I am giving you each a paper that has several things for you to do on it. Beside the boy with green hair, write, in your own words, your definition of a stereotype. After you have finished, write three or four stereotypes you have heard about any group of people. Encourage responses other than ones concerned with sex-role stereotyping."
(Allow time for students to get their ideas written.)
(Any definition that the student can justify should be accepted.)
(Have them keep the paper for later use.)

"Now that most of you have written your ideas about stereotypes you have heard, let's listen to the next part of the tape, listening especially for people making stereotype statements about the boy with green hair."

play "The Boy With Green Hair", band 2

Discuss with the class the stereotypes that were mentioned and together list these stereotypes on the board. They will probably mention the following ideas:

1. They will need to put locks on lockers. He is different and probably steals. "Green haired people steal."

2. He can't help win in the fraction game and he'll be in the low reading group. "People with green hair are dumb."

3. We don't want him on our ball team. "People with green hair can't play ball well."

LESSON VI--THE BOY WITH GREEN HAIR (continued)

play "The Boy With Green Hair", band 3

For discussion, use the short answer whip. Ask the question "How do you think Phil must be feeling?" Go quickly around the room allowing each student to respond quickly to how Phil might feel. After everyone has had an opportunity to state their feelings, discuss together reasons for Phil's feelings and if any of them have ever experienced such feelings. Bring up again the meaning of discrimination and discuss if Phil is being discriminated against.

play "The Boy With Green Hair, band 4

"Now that we have listened to all parts of the story about 'The Boy With Green Hair', we will do the rest of the sheet we worked on at the beginning of the record. On the lower half of the paper you see some numbers with a graph beside them. I will read a question to you and you will mark an X on the line closest to the words that tell your feelings. Do you Agree Strongly? If so, pus your X at the left end of the line. If you disagree (do not agree), put your X at the right end of the line. If you don't know, put your X somewhere in the middle of the line. Let's do sentence A together. If I say 'I like hot fudge sundaes', you would put your X closest to the way you feel. Do you have any questions on how you are to mark your lines? Let's begin. Listen carefully to these statements.

1. I think that Phil will be a good ballplayer.
2. I think Sam would be a good friend because he is willing to give people a chance.
3. I think people that are different should be given a chance to show what they can do before they are judged.
4. A person's heredity is the only thing that makes them good at a sport.
5. I have excluded or kept someone out of a group I belong to because of a stereotype I had about that person.
6. I get some stereotyped ideas from friends at school.
7. I have discriminated against a person or groups of people.
8. Some people find it difficult to get the job they want because people stereotype them.
   or An employer will refuse to hire a qualified person because of race, sex, religion, color, or national background."

Collect the students' papers and discuss the questions, as time permits.

Note to Teacher:
Please use MERA #26 to help you evaluate each students understanding of stereotypes.

Name _____

A Stereotype is _____

_____

_____

_____

Stereotypes I have heard:

_____

_____

_____

_____

A. SA. _____. SDA

1. SA. _____. SDA

2. SA. _____. SDA

3. SA. _____. SDA

4. SA. _____. SDA

5. SA. _____. SDA

6. SA. _____. SDA

7. SA. _____. SDA

8. SA. _____. SDA

MERA #26

LESSON VII--A DOG, A CANE, A BOOK

Cognitive Goals:

To understand that environment plays an important part in shaping a person's perceptions.

To recognize behavior patterns that show prejudicial ideas.

Cognitive Objectives:

Using braille alphabet cards, the student will decode the braille sentences.

After reading Sound of Sunshine, Sound of Rain, the student will identify and analyze feelings experienced by the boy in the story.

The student will demonstrate his/her understanding for the feelings of a blind person by responding to agree-disagree statements.

After viewing a filmstrip/tape presentation "A Dog, A Cane, A Book", the student will discuss stereotypes held concerning blind people.

After receiving in-put on blindness, the student will re-examine the ideas s/he displayed on the agree-disagree scale and note differences.

Affective Goals:

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To form an attitude which encourages the student to describe people in various races, cultures, national origins and occupations in terms of their behaviors as individuals rather than according to stereotypes.

Affective Objectives:

After reading Sound of Sunshine, Sound of Rain, the student will demonstrate empathy for handicapped people who are discriminated against.

After watching the filmstrip/tape about blindness, the student will show how his/her stereotypes about blind people have changed.

Through interviews with a blind person, the student will search for facts about discrimination of blind people.

Materials:

Large paper and marker for class list
File cards with braille sentences (In your IMC)
Braille alphabet-folder (1 Set of 30 in IMC). Speaker will bring a copy for each student to keep.
Sound of Sunshine, Sound of Rain - Book in IMC

LESSON VII--A DOG, A CANE, A BOOK (continued)

Materials (continued):

Student copies of "Agree-Disagree" statements, MERA #27, page 66
Filmstrip - "A Dog, A Cane, A Book" (In your IMC)
Tape - "A Dog, A Cane, A Book" #6601
Filmstrip projector
Cassette tape recorder
Stylus, slate and paper (In your IMC)
Guest speaker from Iowa Commission For the Blind
MERA #28 - Braille Shorthand Characters, page 68

Time:

3 days - 45 minutes
45 minutes (minimum)
45 minutes

Description:

Part A: Students will list acts of discrimination they are aware of. The teacher will read Sound of Sunshine, Sound of Rain. The class will discuss feelings others have when they are stereotyped and discriminated against.

Part B: Students will express their stereotypes about blind people by responding to "Agree-Disagree" statements. The class will view the filmstrip/tape about blindness and compare their ideas with the stereotypes they had before watching it. They will have an opportunity to become more familiar with some tools used by the blind.

Part C: Students will interview a blind person to learn about discrimination of handicapped persons in our community. Students will transcribe braille sentences.

Method:

Part A: Have class develop a definition for discrimination utilizing their past experiences and reference materials. Write the definition on the board. Sample might be: DISCRIMINATION: Making a difference in treatment because of sex, race, age, religion, or other categories.

Discuss that various groups of people are discriminated against. What kinds of discrimination do we know about? On a large paper write the suggestions of discrimination that children offer. Ask for groups of people and the reasons for discrimination of these groups. (Students will probably offer the examples covered in previous lessons, first.) Example:

group	examples of discrimination
1. girls	not allowed to play some ball games
2. children	not allowed to go to certain movies or drive a car
3. blacks	not treated like others

List various groups students suggest that are discriminated against. Save the list. Additional groups will be added. If handicapped people are not listed by students as groups discriminated against, the teacher should mention them. Lead into a discussion about discrimination of crippled, deaf, blind, etc.

LESSON VII--A DOG, A CANE, A BOOK (continued)

The teacher will read the book Sound of Sunshine, Sound of Rain about a blind boy in a large city. After reading, discuss the boy's feelings.

Why was he discriminated against? Because of blindness or race? (race)
Why did the sister say "I wish everyone in the whole wide world was blind."?
What things did he do for himself?
- dress
- wash
- eat
- walk, count steps
- map of park by steps, in mind
- phone
- makes up games

What feelings did he experience?
- happiness--go to park, be outside
- feel warm--sun through window
- happy that day is so nice, so can go to park
- feels like sister thinks he can't hear, she shouts
- lucky--7 steps, 7 is his lucky number
- bother to his sister
- dependent--money from sister, she takes him to bench
- happy--own bench, bubbler, phone booth familiar
- happy--makes up games to play
- wants to be alone
- doesn't want ice cream man to sit by him
- lucky--to have park
- happy--paper clips, balloon
- crowded--store
- sad--called "colored"
- confident--"Abram says color don't mean a thing"
- sad--balloon is flat
- hopeful--go to park tomorrow

Which of these feelings he experienced are a result of stereotyping and discrimination? (being called "colored")

Part B: Distribute student copies of the "Agree-Disagree" statements MERA #27. Read the statements orally, giving the students sufficient time to mark whether they agree or disagree with the sentence. The agree-disgree line may be marked according to their opinions.

Do not discuss the statements until after viewing the filmstrip/tape.

Watch the filmstrip/tape, "A Dog, A Cane, A Book." Discuss it, using the agree-disagree statements. Ask students if they changed their ideas about blind people after the filmstrip/tape. What ideas did they change? Ask why they changed their opinions?

Stress that knowledge and information are ways people can examine and/or change stereotypes. When we know more about something we start considering it as an individual incident, not as a group of people.

LESSON VII--A DOG, A CANE, A BOOK (continued)

Learning Station:
The stylus, slate and paper should be available for students to become familiar with for several days.

Part C: Interview a guest speaker from the Commission For the Blind. The guest should be introduced and students should be encouraged to ask any questions of interest to them. The guests have a brief background about our unit and should be prepared to answer the following questions.

Key questions to be asked:

1. What are reasons for blindness?
2. How did you learn braille?
3. How did you learn to use the white cane?
4. How did you get to our school today?
5. How have you been discriminated against in getting a job?
6. How have you been discriminated against in our community?
   - stores
   - banks
   - insurance offices
   - restaurants
   - sports events
   - school (as a student)
   - movies
   - general public
7. Other questions which will be of particular interest to the group.

The speaker will bring printed materials for each student. The booklet, Belief, an annual report of the Iowa Commission For the Blind, is very interesting and students will enjoy pictures of blind people working in their occupations.

Extended activity: It is strongly recommended that each student write a thank you letter to the guest speaker from the Commission For the Blind. The letters should be sent to: ESC, Social Studies Office, Attention MERA Grade 4. They will be forwarded to the Commission For the Blinb by the Social Studies Office. This could be done as a Language Arts activity.

Distribute file cards with braille sentences. The students should have a successful experience transcribing the braille using the alphabet folders and MERA #28 shorthand characters. (Do not write on the file cards as they will be used each year.) The teacher must be certain the students do not think blind people experience frustration when they read braille. Learning to read braille could be compared with learning to ride a bicycle - frustrating at first, slow, but the learner improves with practice and becomes good at it.

A DOG, A CANE, A BOOK

1. Blind people can go to college.

   AGREE _____ DISAGREE

2. Blind people can play games.

   AGREE _____ DISAGREE

3. Blind people can read newspapers and magazines.

   AGREE _____ DISAGREE

4. When helping blind people walk, push the person slightly ahead of you so he/she will know where to go.

   AGREE _____ DISAGREE

5. Blind people can build things.

   AGREE _____ DISAGREE

6. Blind people can be teachers.

   AGREE _____ DISAGREE

7. Blind people can participate in sports.

   AGREE _____ DISAGREE

8. Blind people can take good care of pets.

   AGREE _____ DISAGREE

KEY FOR BRAILLE SENTENCES ON FILE CARDS

1. This is Braille.
2. Can you read?
3. Close your eyes.
4. I can feel.
5. I can read.
6. See the dots.
7. He can read using his fingers.
8. I am loveable.
9. I am capable.
10. I go to school.
11. I cannot read Braille.
12. Can you see?
13. This is hard to read.
14. I want to read this.
15. My card is white.
16. Braille is just dots.
17. Stand up.
18. I like to read.
19. I rode my bike.
20. I am ten years old.
21. I need a haircut.
22. I love pizza.
23. I hear you.
24. He sings well.
25. She is my friend.
26. We are happy.
27. We want to go home.
28. My birthday is soon.
29. Here comes the principal.
30. We want to learn.

BRAILLE SHORTHAND CHARACTERS

this

braille

can

ea (read)

your

the

his

ing (fingers)

er (fingers)

to

cannot

ar (hard)

wh (white)

just

and (stand)

like

en (ten)

ed (need)

you

sh (she)

friend

go

th (birthday)

day (birthday)

here

com (comes)

in (principal)

Teacher Note:	This lesson uses Chapter 5 of Cities and would be a convenient way to return to the Cities unit.

LESSON VIII--WHAT KEEPS PEOPLE APART?

Cognitive Goals:

To recognize behavioral patterns that show prejudicial ideas.

To understand the social consequences resulting from prejudicial behavior.

Cognitive Objectives:

After reading "Birmingham: An All-American City", the student will contribute ideas to a class discussion about discrimination and prejudice of black people in Birmingham.

After reading "Birmingham: An All-American City", the student will contribute ideas to a class discussion about the effects of prejudice on black people in Birmingham.

Affective Goals:

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems.

Affective Objectives:

In class discussion the student will express an understanding of the feelings that black people in Birmingham, Alabama experienced in 1961 as a result of events described in lesson materials.

The student will voluntarily participate in a discussion citing rational solutions to the problems of discrimination.

Time:

Three 45 minute classes

Description:

The students will read and discuss together Ch. 5 of Cities Birmingham: All-American City, pages 98-103. They will list various forms of discriminations.

LESSON VIII--WHAT KEEPS PEOPLE APART? (continued)

Material:

Cities text, page 98-103
paper for chart

Interest Center:

Media from IMC about Martin Luther King.
Additional black preferences. (Consult Bibliography at the end of this unit).
Study prints.

Method:

"We have discussed discrimination against people because of physical handicaps. Our prejudices cause us to discriminate against many people for different reasons. In our Cities book we have discussed various systems in the cities. Today we are going to look at one aspect of the sociological system. Chapter 5 of our Cities book deals with "What Keeps People Together? What Keeps People Apart?" What are some reasons you can think of that would keep people together? (Discuss briefly.)

"What are some things that keep people apart? (Discuss briefly.)

"Today we are going to see what happens in the sociological system when one group of people is kept apart from another group. As we read about Birmingham, Alabama, watch for examples of discrimination."

Guide the reading of page 98-103 in Cities as follows. The teacher may use her/his discretion in how this is read: aloud, partners, individually, etc.

Read the first 2 paragraphs on page 98 and point out Birmingham, Alabama on the map. Point out that 1961 was a few years before they were born.

Read pages 98-99 "Blacks and Whites Are Kept Apart" and discuss the following:

How were black people discriminated against when they wanted a place to live?

What discrimination did you find in Birmingham, Alabama schools?

What happened when black people wanted to go to parks, swimming pools, and movies?

How were black people discriminated against on the city buses?

What is one of the biggest areas of discrimination against black people?

Why do you think people discriminated against black people in these ways?

LESSON VIII--WHAT KEEPS PEOPLE APART? (continued)

Read pages 99-101 "Change Comes to the City."

Some changes have been made to help change some of the forms of discrimination. As you read "Change Comes to the City", notice what caused the changes.

"Who were the first people to make a move to change Birmingham?

Why did the black churches organize groups to plan changes?

What types of discrimination were used when blacks marched to show their feelings?

Why do you think white people became violent when the black people marched to express their ideas?

What finally led white people to talk to black people?

What was one of the ways that was decided would help change discrimination against black people?

Dr. Martin Luther King, Jr. was one of the black people's leaders; what did he feel about blacks demanding their rights?

Introduce "Other Changes Help"pages 101-102.

In addition to changes that people made in Birmingham, Alabama, changes were made in United States laws. Read pages 101-102, "Other Changes Help" to find out how new laws changed Birmingham.

What were the changes caused by the 1964 civil rights law?

Read pages 102-103 "The Citizens Work Together" to find how Birmingham has changed.

What are some of the things that Birmingham citizens have done to help change discrimination?

How have these changes helped Birmingham be a better city?

Why did Birmingham receive the "All American City?"

We have discovered that because of our stereotypes we discriminate against people. What were some of the ways black people were discriminated against in Birmingham, Alabama in the 1960's? Things like this happened all over the United States.

LESSON VIII--WHAT KEEPS PEOPLE APART? (continued)

In 1964 The U. S. Congress passed a law making it illegal to discriminate against people because of their race, color, creed, religion or national origin in these areas:

(List on chart paper under ILLEGAL DISCRIMINATIONS)

1. voting
2. public accommodations (motels, hotels, restaurants, restrooms)
3. public schools
4. employment

Discuss what became illegal to do. For example: black schools-white schools, black only drinking fountains, refusing to sell a house to a black person, having a "whites only" sign in a restaurant. Save the chart to be used in Lesson X.

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

Note to Teacher:

This lesson is optional

Cognitive Goals:

To recognize the causes and/or origins of prejudicial behavior.

To understand the social consequences resulting from prejudicial behavior.

Cognitive Objectives:

The students will identify and discuss in small groups the acts of discrimination and the feelings of being discriminated against witnessed in "The Autobiography of Miss Jane Pittman."

The student will dramatize incidents when Jane was subjected to discrimination and show how she felt.

Affective Goals:

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

Affective Objectives:

The student will voluntarily describe the feelings and discrimination s/he viewed in "The Autobiography of Miss Jane Pittman."

Materials:

Video tape of "Autobiography of Miss Jane Pittman" (95 minutes)
Video tape equipment

Time:

Part A - 110 minute class period (minimum)
Part B - 45 minute class period

Description:

Part A: The students will observe the film the "Autobiography of Miss Jane Pittman" and discuss their feelings about discrimination and prejudicial behavior. Actual tape is 95 minutes.

Part B: The class will divide into small groups and list various feelings observed in the film and/or discrimination viewed in the video tape "The Autobiography of Miss Jane Pittman." They will pantomime these feelings or acts of discrimination to the class and see if the class can identify the feeling or act shown.

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN (continued)

Method:

Part A: "In our last few lessons we learned how black people have felt because of discrimination and different kinds of prejudice and prejudicial behavior that occurred in Birmingham, Alabama. In history of our country, discrimination and prejudice against black people has taken many forms and some of these are still happening today. Sometimes people would not talk with black people or allow them to get jobs, others called them names, beat them or killed them. Today we are going to see a video tape of the Autobiography of Miss Jane Pittman. This was a movie on TV and some of you may remember it. It is a fictional story, about the life of Jane Pittman who was 110 years old. To give you an idea when her life started, let's suppose the film was made the year you were born. You are 9 or 10 now. At your birth you were zero."

Make a time line on the board and mark as follows and discuss each step as it is marked. Start with A.

-100	-75	-50	-25	0	+10
F	E	D	C	B	A

A. Students today. ten years old
B. Student's birth. zero years old
C. Parents' birth. 25 years ago
D. Grandparents' birth. 50 years ago
E. Greatgrandparents' birth. 75 years ago
F. Great, greatgrandparents' birth. 100 years ago.

100	75	50	25	0	+10
great great grand parents were born	great grand parents were born	grand parents were born	parents were born	you were born	you today

As the movie begins Miss Jane Pittman is 110 years old and is discussing her life with a reporter. As Jane discusses events of her life the movie will flash back to those events.

As you view the film watch for different acts of discrimination and prejudice against Miss Pittman and her people. There will be people ridiculed, attacked, and killed because someone was afraid of these people or didn't treat them as people. Sometimes it is difficult to understand why people treat other people the way they do. Our country now has laws that were written to stop this kind of discrimination and prejudicial behavior. Note how she felt when these things happened. Why do you think people treated her that way?

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN (continued)

Show the videotape. Perhaps the students will need to take a break, and stretch while the teacher rewinds the tape. Tell them Part II begins when Jane is worried about the white horse and goes to visit a woman who was believed to be able to tell what would happen in the future.

Show Part II
After viewing the complete tape, lead a discussion pointing up the feelings of Jane Pittman and the different kinds of discrimination. Have the students think about various events and try to look at different reasons for them.

Example: Why was the white mistress crying?
In the scene where the Master and Mistress were telling them goodbye, (when Jane and other blacks were given their freedom), a) was it because she would miss her black slaves, or b) because she wouldn't have anyone to do the work around her house and farm?

Jane was worried about the safety of Ned because she knew people were planning to kill him. Why did they want to kill him? a) Was it because he was a good teacher or preacher and they were afraid the black people would learn too much and want to leave, or b) was it because they thought he was a trouble-maker trying to get the blacks to fight against the people they worked for?

"In our next lesson we will discuss more about the feelings of discrimination."

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN (continued)

Note to Teacher
The following are brief notes about the sequence of events in the "Autobiography of Miss Jane Pittman." These may be helpful in preparing for the class discussion.

Part I:

Jane is talking with Jimmy about the problems in their city and what they plan to do (a black girl will drink from whites only fountain.)

Reporter comes on a plane--looks for Jane.

Reporter asks Jane about her life as a slave.

Flashback to when she was 9 or 10.

Yankee soldier changes her name from Ticey to Jane.

1 year later, September, 1862, the master tells them they are free.

Slaves talk of freedom.

Jane tells other to go north to Ohio.

Slaves say goodbye to Master and Mistress.

Walking to freedom, camping in old building.

All slaves were killed except Jane and Little Ned (Laura's boy).

Jane and the boy walked to ask for a drink of water; woman told Jane "niggers" were the cause of her problems.

Need to cross to Mississippi, but no money to ride on a boat.

Went to work on a plantation for the next 12 years, cutting sugar cane.

A friend gets killed; he is hung by men with white sacks over their heads.

Ned (the little boy that she raised) grows up and teaches others about their rights.

She sends Ned away so he won't be killed--they beat her.

She meets Joe Pittman and marries him.

They plan to leave but owe Master money for keeping the Klan from killing them.

They sell all to go away together.

Life begins in East Texas for them--Joe is a horse tamer.

White horse--she felt it was evil.

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN (continued)

Part II:

Jane visits a lady to have her fortune told.

She fears her husband will be killed by a white horse.

Joe is killed when drug by the white horse.

Ned returns with wife and daughter after 20 years of education, service, etc.

Ned plans to have a school.

Albert tells of plan to kill Ned.

Ned preaches, tells differences between meaning of nigger and black.

Ned is killed.

Flashback to present day, reporter.

Jane tells of life in 1925 when she came to work for new master as a cook.

Tells of blacks needing a leader.

Jimmy comes to church meeting.

Jane sees bus burning on her way to the doctor.

Flashback to reporter.

Jane receives word Jimmy has been shot in a prison.

Jane decides she will help her people by walking to the courthouse and drinking from "Whites only" fountain.

She drinks from the fountain.

LESSON IX--THE AUTOBIOGRAPHY OF MISS JANE PITTMAN (continued)

Part B: "We have discussed the feelings that Jane Pittman had when she was discriminated against. Who remembers the meaning of discrimination? What were some of the feelings we cited yesterday? We also have discussed acts of discrimination against black people in the "Autobiography of Miss Jane Pittman." What were some of them?

"Today we are going to divide into small groups to talk about the feelings and discriminations you observed in the 'Autobiography of Miss Jane Pittman.' Some groups will be discussing how black people felt when they were discriminated against and the other groups will discuss what white people did to discriminate against black people."

If you are in one of the groups working on feelings you should discuss what feelings you observed during the "Autobiography of Miss Jane Pittman." After you have discussed several feelings pick one feeling to act out as a group in front of the class while the class tries to guess what feeling you are pantomiming. For example, act out the part of the story where Jane got her own name and the happiness she felt, or the terror she felt when she looked through the slats and saw the people being killed.

If you are in one of the groups discussing discrimination against blacks, you should talk about all the ways white people discriminated against black people in the "Autobiography of Miss Jane Pittman." After you have discovered several, decide on one act of discrimination to pantomime for the class. For example, when Jane and Ned were thirsty, they were given water but were not allowed to drink from the cup because they were black.

The teacher should divide the class into small groups so that there are equal numbers of groups working on feelings, and groups working on discrimination.

After the students have had enough time to discuss their assignment, and practice their pantomime, let each group act out the feeling or discrimination they worked on. When they have completed their pantomime the class should guess what feeling or discrimination they are showing. When they guess correctly, the class should discuss the feeling or discrimination.

LESSON X--DISCRIMINATION AROUND US

Cognitive Goals:

To recognize behavioral patterns that show prejudicial ideas.

To understand the social consequences resulting from prejudicial behavior.

Cognitive Objectives:

Through group discussion the student will contribute to a class list of acts of discrimination and prejudice observed in daily life.

The student will discuss discrimination in his local community.

After using a filmstrip/tape of people of the local community, the student will discuss in a short answer whip the kinds of discrimination that occurred, will note how the person felt who was the subject of the discrimination, and suggest ways to reduce discriminatory actions.

After using filmstrip/tape of people of the local community, the student will complete a chart recognizing groups that are stereotyped and identifying acts of discrimination.

After using the filmstrip/tape the student will express in writing his feelings about discrimination and its social consequences.

Affective Goals:

To form an attitude which will permit examination of personal stereotypes and prejudices as well as those held by others.

To exhibit sensitivity for the feelings of others and demonstrate an attitude of empathy.

To investigate the processes and skills that are needed to facilitate a rational approach to individual and social problems.

Affective Objectives:

The student voluntarily describes discriminatory acts witnessed or told about in the local community.

The student demonstrates increased sensitivity to prejudicial statements made by family and friends.

In his daily life, the student attempts to avoid generalizing groups of people and making discriminatory remarks.

Time:

45 minutes

LESSON X--DISCRIMINATION AROUND US (continued)

Materials:

Paper to make the class lists.
Tape "Discrimination in the Community", #
Filmstrip "Discrimination in the Community" (IMC)
Filmstrip projector
Cassette tape recorder
MERA #29 - Discrimination in the Community, page 85

Description:

The students will view the filmstrip/tape of people of the local community and list kinds of discrimination that occurred, how these people felt and possible ways to reduce discriminatory acts.

Method:

Display the chart of ILLEGAL DISCRIMINATIONS made in Lesson VIII. Remind the students that the 1964 Civil Rights Law made those forms of discrimination illegal.

Because the 1964 Civil Rights Law made many forms of discrimination illegal, people began to use different forms of discrimination. Today people use jokes about groups of people, name calling, and rudeness to discriminate against people whom they are prejudiced against. Today we are going to see a filmstrip of people who live in Cedar Rapids who have felt that they were discriminated against. Sometimes you may not agree, but remember that they feel the hurt of discrimination whether it was deliberate or not.

Show the filmstrip/tape "Discrimination in the Community."

Distribute student copies of MERA #29. Explain that they are going to view the filmstrip/tape again to listen for the stereotypes and discriminations people have experienced in Cedar Rapids. As they listen to the filmstrip/tape it may be helpful to stop the tape when the group stereotypes and discriminations are mentioned.

After MERA #29 is completed discuss the feelings people in the filmstrip may have had. Ask the students how they might have felt if the same things had happened to them.

Using a short answer whip ask each student to:

1. Tell your reactions or feelings about the filmstrip/tape.
2. Tell how you think the situation could have been avoided.

Make a chart titled DISCRIMINATIONS TODAY. Ask the students to list as many "subtle" forms of discriminations that have been discussed in this unit or that they have seen.

Compare the two lists (ILLEGAL DISCRIMINATIONS and DISCRIMINATIONS TODAY) to have the students see that it is difficult to legislate solutions to the second list. As a concluding activity to the unit have the students devise ways that they can combat "subtle" forms of discrimination.

"DISCRIMINATION IN THE COMMUNITY"
Tape No.____LESSON X: "YOU AND YOUR FEELINGS ABOUT PEOPLE"
(* - change filmstrip frame)

NARRATOR: This is a filmstrip about people in our community who have felt discrimination. Throughout this unit we have been talking about discrimination and stereotypes that we have observed in other people. The people in this filmstrip have been discriminated against by people in our city. They live next door to you, work where your parents work, teach in our school, or work at your favorite restaurant. These things have all happened to people you may know right here--not in Chicago, New York, or Birmingham, Alabama--but right here in Cedar Rapids. Listen carefully to what they have said.

NARRATOR: When we asked Barbara Elam if she had felt discriminated against this is what she told us.

BARBARA ELAM: I have lived in Cedar Rapids over thirty years, and I guess part of my liking Cedar Rapids is the fact that initially it was a small city and I decided this was a place where I could raise my children. One of the things that I dislike about Cedar Rapids is not the blatant racism, but the subtle kinds of things that I have experienced living in Cedar Rapids. * One of them that stands out in my mind probably the most at this point is being a black and going down town shopping and going into department stores or small stores and being followed around to make sure that this black lady didn't steal anything. One incident in particular when I was in a large department store and met a friend of mine in the center aisle and we started discussing an accident that she had had and I asked her how she was feeling. At the point where we were parting to go our separate ways a uniformed policeman came up and decided that I was the lady who was going to steal so he decided to follow me all over the store. * I had no particular reason for being in the store other than I was just looking around and doing some shopping and trying to find out what I wanted to buy, so therefore I was going up and down the escalator and all around through the store and after it dawned on me what this man was doing I decided just to have him follow me around all over the store and really not purchase a thing, even if I saw something I wanted. I was really sort of angry at being followed so I took him, in a sense, on a merry chase. Every time I would go up on the escalator I would meet this man and he would confront me, not verbally but he would just be there. * Then after I had played the game with him for awhile I did leave the store without any purchases, this happened a number of times. Probably if I'm dressed any other way than the way I'm dressed right now it might happen more often, but I feel that my appearance does have something to do with whether I'm followed, but more times than not it doesn't have that much to do with appearance. If a black walks into a store some people just automatically think "Oh, there's a black person and they are going to steal so we'd better hurry up and follow them." * This is what happens, not in one store but in many

stores in Cedar Rapids, and it's very funny because some times when you catch them in the act of following you, and you can turn around and look at them and they smile sweetly at you as if to say well everything is O.K., I'm not really following you. This has happened to me a number of times in one store in particular where I do most of my shopping and it really angers me. * It angered me to the point one time of speaking to the head of the store and saying "Now listen, you know I have done business here a number of years and my family has done business here for a number of years, and I don't appreciate the fact that because I am black and because I walk into your store I am automatically followed because you think I am going to steal something, so I would appreciate your calling your people off of me," * of course he denied that, and that it wasn't really true, and you know that's not the way it is and you know some black people do steal. And I said, "Yes of course and some white people do steal too, so let's not just point out that simply because I am black that I've got to be followed all over the store." * Pause

NARRATOR: When we spoke with Pat Cannon he had felt discrimination for a different reason. This is what he said.

PAT CANNON: I feel I'm discriminated against because of my long hair and because I drive a motorcycle. For the simple reason like when I go to apply for a job they will turn me down because I have long hair, or I will get the job and they'll say - well if you cut your hair you can have the job. * And when it comes to my motorcycle I've been pulled over before just because I drive a bike and I've got long hair and police think well, you know, he's a biker and he's got long hair so let's pull him over and check him out. A lot of times he pulls me over and they've harrassed me for no reason at all. * Or I'll go to apply for a job and I'll get the job and then they'll see that I drive a bike and they won't give me a job because of that. * I just feel that this isn't right because I know a lot of people who drive bikes. * As a matter of fact everybody who I associate with mostly drives bikes and it just makes me mad inside to think that people would think that low - * you know go that far to think that just because you drive a bike or you've got long hair that you're low life or you're like city scum or anything like that. * My name is Pat Cannon, and I have lived in Cedar Rapids for 11 or 12 years. * Pause

NARRATOR: Talking to Robert Kozel we learned another reason people are discriminated against in Cedar Rapids. Here is what he said.

ROBERT KOZEL: I lived in Cedar Rapids 45 years, that is my whole life. I have cerebral palsy. I have a B.A. in Sociology. I now run an elevator for the Linn County Court House. I have encountered numerous prejudices that I feel is prejudice. * I went into a tavern where a friend of mine was playing in a band and I was cold sober at the time and I was kicked out of that bar by a policeman because he thought I was drunk. * I think it is because people don't understand these things, and I think that parents of children shy away from telling them what's wrong. * I think an encouraging sign is

the idea in Taylor school where the normal kids are with the physically handicapped kids - that to me would be a good sign. * The prejudice bothering me right now is that I want to take driver's training and the man told me - * I think he is putting me off because he says he's too busy - and the problem is, is he too busy or don't he want to teach me? This is the frustration of prejudice. * Pause

NARRATOR: Kathe Goldstein experienced discrimination while teaching in Cedar Rapids. This is what she told us.

KATHE GOLDSTEIN: I have lived in Cedar Rapids for six years. I have always felt very welcome here and I have never run into any discrimination at all until I began to teach in a school in the Cedar Rapids area. I can think of three instances that were difficult for me. One of the most important was several years ago I went to my mailbox in the faculty room for my mail and I found a piece of paper folded up and I opened it and to my horror I read a nasty Jewish joke that had to do with the Jews in Hitler's concentration camps. * I remember at the time I could not believe what I was reading. I didn't think that anyone could be so cruel and when I mentioned this at the teachers' meeting I naturally didn't expect anyone to admit putting it there and no one did. * Again in the teachers' lounge at a meeting we were talking about buying a refrigerator for the faculty room, and someone said well, we want a good price for it so let's try and jew them down. My heart skipped a beat when I heard that. And I promptly said, "I don't want you to use that term in that reference in front of me again." And he was rather embarrassed, almost as embarrassed as I was. And he apologized and said he would never say anything like that again, and he hasn't either. * Another time which happened in the last couple of weeks was in my classroom we were playing a game and a student thought he should of received a point for something but he didn't. He said, ah what a jew that was. * He didn't even realize that he had offended me but when you think it over the result was the same, whether the action was aim to hurt or whether it was something said in passing that the person didn't even realize he had said. * Pause

NARRATOR: The last person we talked to felt discrimination that you may have felt at some time. Sandy Hummel told us this.

SANDY HUMMEL: I am 10 and I feel I am discriminated against because I'm a kid. There is a soap commercial that I think is a discrimination against kids because it says that kids' dirt is the worst kind of dirt to get out of clothes, and I don't think that's right because a lot of adults get dirty and a lot of kids don't get dirty. Also when I was in a store once there was someone who I think was watching me to make sure I didn't steal because I was a kid, and I am sure he wouldn't have done it if I would have been an adult. Also I think I am discriminated against because I am a girl. When I went to a party once they gave away two prizes, one was a bike, and one was a train, an electric train; and I wanted the electric train, but they drew for

names and when they did for the bike they only drew a girl's name. If they did happen to draw a boy's name they put it back in. When they drew for the train they only let the boys have the train, and I think that is discrimination against girls and boys because girls can play with electric trains and boys can play with bikes. Pause

NARRATOR: This concludes the filmstrip/tape of Cedar Rapids people discussing times that they felt they were discriminated against.

DISCRIMINATION IN THE COMMUNITY

NAME	GROUP STEREOTYPED	DISCRIMINATION
Barbara Elam		
Pat Cannon		
Robert Kozel		
Kathe Goldstein		
Sandy Hummel		

DISCRIMINATION IN THE COMMUNITY

Key for possible answers

NAME	GROUP STEREOTYPED	DISCRIMINATION
arbara Elam	black	followed in store
at Cannon	long hair motorcycle	turned down for job stopped by police
obert Kozel	physically handicapped (cerebral palsy)	job discrimination (possibly implied) thrown out of bar for being drunk not given driver's training
athe Goldstein	Jewish	Jewish joke in mail box "jew them down" about refrigerator student said "what a Jew that was"
andy Hummel	children	children get dirtier than adults children steal boys and girls awarded prizes based on sex

TEACHER REFERENCE AND PROFESSIONAL READINGS

On the following pages are some selected readings to give additional background and information to the topic: stereotyping and the resulting prejudicial behavior. Two books which also develop these ideas are:

The Shortchanged Children of Suburbia by Alice Miel

The Rightness of Whiteness by Abraham F. Citron

These can be obtained from the TRC upon request.

* * * *

Prejudice, of course, is not something that can be measured with scientific accuracy. It may be possible to describe one person as more (or less) prejudiced than another person. But to describe him as "23 per cent prejudiced" or "prejudiced to the 87th degree" would be slightly ridiculous.

Nor are the patterns of prejudice always consistent. A person may be among the most fair-minded of men under one set of circumstances and yet be prejudiced in another instance. Sorting out people's prejudices might indeed be compared to the sorting of a can of wiggly worms.

Any meaningful probing for the roots of prejudice must begin with an understanding of terms and concepts. As a starter, how is prejudice defined?

"A prejudice is a vagrant opinion without visible means of support."
---Ambrose Bierce in *The Devil's Dictionary*, 1906

The word prejudice itself gives a clue to its meaning: prejudgment. It comes from the Latin noun *praejudicium*, meaning a judgment based on previous experience. In English, nowever, the term prejudice means reaching a hasty conclusion before examining and weighing all the facts.

"There are two ingredients in any prejudiced state of mind," wrote the late Dr. Gordon W. Allport, former chairman of Harvard University's psychology department and a man who wrote extensively on the subject of prejudice. These two ingredients: "(a) a feeling of favorableness or unfavorableness which in turn is (b) based on unsupported judgment." Note that in its widest sense prejudice can be positive ("love prejudice") as well as negative ("hate prejudice"). But social scientists concern themselves primarily with negative prejudice, since this is the kind that causes most of the trouble. Hence, prejudice as used in this article deals with the hostile variety.

There are two other factors to consider in a definition of prejudice. First, a mere expression of dislike is not necessarily a prejudice because there may be good reasons for that dislike. It is probably *not* prejudiced, for example, to say "I fear and dislike violent people." But add a few words and change it to read "I do not like Latins (or teenagers, or redheads, or any other particular group) because they're violent people" and the statement clearly becomes prejudiced.

Second, misconceptions can lead to false conclusions, but this is not always a sign of real prejudice. An example of mistaken information is a story of a little boy who thought that people from the state of Maine were called "Maniacs." Since he had also learned that maniacs should be avoided whenever possible, he developed a fear of all things related to Maine. But his fear later disappeared when the confusion in words was straightened out for him. This suggests that he was not really prejudiced because he was willing to change his mind when better information came along. Prejudiced minds are rigid and tend to reject facts that do not jibe with the original misconception.

"The chief cause of human errors is to be found in the prejudices picked up in childhood."
---Rene' Descartes, 17th-century French philosopher

Prejudice is not instinctive but is acquired. Or as sociologists Robert M. MacIver and Charles H. Page wrote in their study, *Society--An introductory Analysis*: "The individual is not born with prejudice any more than he is born with sociological understanding."

Science has found absolutely no evidence of "prejudice genes or chromosomes" that a child might inherit from his parents. Psychological experiments seem to show that very young children do not have instinctive liking or disliking for people who may have physical features slightly different from their own and, indeed, that children are not even aware of racial differences until approximately the age of four.

How then does a person acquire his prejudices? "He learns his prejudices from the only source he can--his surroundings, his environment, the total situation in which he happens to live," explains William Van Til in a pamphlet for the Anti-Defamation League of *B'nai B'rith*, a Jewish service organization. In a child's earlier years, his parents are likely to have the primary influence in shaping his attitudes and outlooks. Later, he may develop prejudiced attitudes from any number of sources: from his friends, his school or church, his social group, from anything that he reads, sees, or hears. Or he may not; all of these can help him counteract prejudice, or course.

In some cases prejudices are deliberately taught by parents to their children. Professor Allport cited a case of a little girl who was overheard asking her mother in a plaintive voice: "What's the name of those children I'm supposed to hate?"

But it may be safe to assume that most parents do not intentionally conduct in-home seminars on hatred. More often probably, prejudiced attitudes are learned in indirect--perhaps even unintentional--ways. "Little children have active ears, and they use them in all their waking hours," wrote educational consultant Frances R. Horwich in the *PTA Magazine*. "Young as he is, he has the ability to put together what he has heard. Next, he formulates an idea about what has been said that he believes to be true . . . And once a child has an idea, erroneous or not, it is difficult for him to let it go."

Among the things that he hears may be a casual slur, an emotionally charged racial epithet, a hostile joke about Irishmen, or Chinese laundrymen, or country hicks and city slickers--all of which he may not completely understand. Yet, even very young children can usually detect from facial expressions and the tone of voice whether the speaker is expressing approval or disapproval, admiration or ridicule.

Sometimes, even the language that a child is struggling to learn shapes a youngster's attitudes subconsciously, even when there is no real relationship between two concepts that he tries to link up. Semanticists (those who study languages) have noted that the words and common phrases depicting "lightness of color" frequently have favorable connotations ("white hope," "a hero on a white horse," "the brave deserve the fair," "bright idea") while many phrases depicting "darkness" have unfavorable connotations ("a dark thought," "blackmail," "a dark and gloomy night"). Psychologists also tell us that a young child sometimes associates dark colors with dirt, which he learns to reject

since he's been admonished over and over again that "cleanliness is next to godliness."

"He finds his fellow guilty of a skin not colored like his own."
---William Cowper, 18th-century English poet

The roots of human prejudice stretch out in innumerable directions. But any listing of differences between one group of people and another would probably include these major categories:

RACE: Perhaps no concept has been subjected to such abuse as the idea of "race." Anthropologists tell us that all men belong to a single race--the race of *homo sapiens* ("thinking man" in Latin). But common practice continues to distinguish between the varieties within mankind by dividing them into races according to certain physical features, such as skin pigmentation, hair, and facial characteristics.

Some complicated systems have divided humanity into 30 or more "races." But the usual convenience is to list three primary races: Caucasians ("white race"), Monogolians ("yellow, brown, or red races"), and Negroes ("black race").

All of which might be perfectly harmless (like cataloging people as you might catalog different species of trees) if people wouldn't arbitrarily assign mental and social qualities and character traits to races. But men of each race have tended to think that their own color--whichever one it happened to be--made them a superior race to those of another color. Scientists scoff at such notions, pointing out that there's no evidence whatsoever that individual intelligence and behavior patterns are decided or determined on the basis of race alone.

ETHNIC GROUPS: Though references are still heard of a "Jewish race," or "Scandinavian race," "Slavic race," "Japanese race," there are actually no such "races"--at least, not in scientific usage (the word "race," as used by scientists, refers to biological traits, not national or cultural divisions). Such groups are better described as ethnic groups (or sometimes, "nationalities" or "people").

"Ethnic groups," writes Smith College sociologist Dr. Peter I. Rose, "are frequently identified by distinctive patterns of family life, language, recreation, religion, and other customs which cause them to be differentiated from others. Above all else, members of such groups feel a sense of identity and an 'interdependence of fate' with those who share the custom of the ethnic tradition." In extreme instances, identity with one's own ethnic group can grow so strong as to exclude all other groups as "foreign" and unwanted.

SEX: Human beings come in two basic varieties: male and female (and thank goodness for that, some may wish to add). But historically the "fair sex" has often been treated unfairly by those of the other kind. In many old societies, the role of women amounted to hardly much more than the family's permanent scullery maid. And back a century or so, there were still those (mostly males, of course) who wer loudly proclaiming that a woman's mind was inherently incapable of absorbing such deep stuff as mathematics.

Today, after the women's rights battles of the 19th and early 20th century, such notions seem quaintly achaic. But even thought the barriers to the full emancipation of women are rapidly disappearing in modern industrial societies, it may be significant to note that no woman has been elected President of the United States or Prime Minister of Britain--yet (though women have been chosen as Prime Ministers of India and Ceylon, and, in the U.S., women have served as Mayors, Governors, Senators, and Representatives).

CASTE AND CLASS: Almost all societies have systems in which an individual's social status can be ranked. Some societies (such as India) still show at least the remnants of rigid caste systems. A person is born into a certain "station" (high or low) in life, remains there all his life, and has relatively little to do with members or other castes. Some sociologists, including the famed Swedish social scientist Gunnar Myrdal, contend that Negroes in the U.S. have long been subjected to a kind of unofficial caste system. In the minds of some whites, Negroes are supposed to "know their place"--presumably some status below that of white people.

By and large, however, less rigid class systems have replaced caste in advanced societies. Dr. Allport has defined "class" as "a group of people who participate socially with one another on equal terms, or who would be willing to do so. They tend to have similar manners, modes of speech, moral attitudes, educational levels, and comparable amounts of material property." Ideally speaking, an individual's mobility up or down the social class structure is determined solely by his ability and achievements.

Communist societies, of course, are theoretically dedicated to the creation of a classless society. But the evidence from Communist nations thus far seems to show that they have managed only a reshuffling of social classes. "There is no society where individual merit is the sole criterion for determining status," observed Dr. Rose.

"Prejudice is never easy unless it can pass itself off as reason."
---William Hazlitt, English essayist (1778-1830)

Prejudices, of course, are more emotional than reasonable. But that doesn't seem to stop people from trying to defend their prejudices with an aura of logic.

Those who do not wish to live in the same neighborhood with members of another racial or ethnic group, for example, may deny that they are prejudiced against the other group. Instead, they give you "reasons"--that the entrance of another group might "depress real estate values," would "change the character of the neighborhood," or whatever else that may or may not be true and may and may not be desirable.

Probing for personal motives is still obviously an inexact science. But sociologists believe it safe to say that people tend to feel more secure among that which is familiar and fear the unfamiliar and uncertain. The lazy man's way to eliminate uncertainties is to resort to over-simplifications and over-generalizations.

Such statements as "Americans are interested only in the dollar," "Negroes lack ambition," "Jews are greedy," "Italians are gangsters," "Teenagers are irresponsible," or "Texans are braggarts" are all clearly prejudiced and yet common enough to be folklore. By social *stereotyping*--assigning uniform traits to a whole group of people--some conveniently avoid the more complicated task of thinking of other people as individuals with an infinite variety of individual characteristics. Or as one pessimist has observed, "Very few people take the trouble to use their brains as long as their prejudices are in working condition."

"Prejudice is the bandage that protects a sore segment of the brain."
---Ben Hecht, American novelist and playwright (1894-1964)

In their study of *Social Change and Prejudice*, sociologists Bruno Bettelheim and Morris Janowitz found that people who sense that their own social or economic status is threatened tend, on the whole, to be more prejudiced than those whose status is stable and secure. Sometimes, in the search for simple answers and in protecting one's own self-esteem, a person might engage in *scapegoating*--blaming his problems on some other person or group.

Then, too, the search for self-security sometimes breeds what sociologists call "conformity prejudices." This comes from a reluctance of many people to "rock the boat." So they yield to whatever ideas and customs happen to be popular among their friends. Thus, a person may harbor no ill thoughts about anyone and still act like a bigot--simply because those around him are bigots. He goes along with the prevailing attitudes in order to make himself more acceptable to his own group.

"All those who believe in the visibility of ghosts can easily see them, so it is always easy to see repulsive qualities in those we despise and hate."
---Frederick Douglass (1817-95), American abolitionist

While everyone is certainly entitled to hold his own views, the problem of prejudice comes when prejudices are translated into social practice. Prejudice, for example, is always at the base of *discrimination*, which prescribes different treatment of people considered to be members of different races, ethnic groups, or classes. In some societies, discriminatory practices are backed by the power of law, determining where some persons may live or work, what kind of job they can have, whom they can marry, etc. In most instances, though, the pressures are more subtle and are sanctioned not by law but rather by social conventions and practices in a particular region.

That prejudice can have a fundamental effect on both the oppressors and their victims is hardly a secret. History is replete with bloody examples of prejudice-bred violence. The systematic murder of an estimated 6,000,000 Jews in Europe by Nazi Germany before and during World War II is possibly the worst--but far, far from the only--example of prejudice running amok in a society.

"It is easier to smash an atom than to smash a prejudice."
---Anonymous

Prejudice does sometimes seem so widespread and tenacious that many might conclude that it is a natural human state. But many scholars are not willing to accept that premise. They point out that there are also strong forces at work in the world today tending toward reducing prejudice.

The ideals of democracy, for example, promote the worth and dignity of the individual. "All men are created equal," says the U.S. Declaration of Independence, and the concept of equal opportunity for all in the pursuit of happiness is well enshrined in American thinking--even though these ideals are not practiced with enthusiasm by everyone at all times. New laws have been enacted to protect individual civil rights. And while laws alone may not be enough "to change men's hearts," most sociologists seem convinced that laws certainly do help. These laws can at least help to eliminate discriminatory barriers set up by outdated customs and traditions and reduce the effect of "conformity prejudice."

All the world's great religions, too, preach the message of the universal brotherhood of men. If the history of religion has been marred by an unseemly amount of strife and bickering among different religions, denominations, and sects, the fault lies in the way men chose to practice their faiths, not in the religion itself.

Moreover, some observers believe that many prejudice barriers are gradually crumbling in our age of jet travel, rapid communications, and emphasis on more and more education. While a lot still depends on *what* an individual sees, hears, reads, and learns, increased access to other people in other lands, more exposure to different ideas and customs, more opportunities to acquire broader, firsthand experience *before* forming opinions may all contribute to an awareness of diversity on earth--and, it is hoped, make it that much more difficult to oversimplify with sweeping generalizations.

"Man's relations with his fellow man cannot today be considered a sectional problem--or even a national one. It involves mankind all over the world, and in our time looms as the great frontier in the forward advance of the human race."
---Frank Stanton, president of CBS

In a mid-20th-century world of "shrinking distances," tolerance and understanding may no longer just be admirable but may become more and more vital to the survival of civilized men. Evidence has suggested that when men have a goal in common, prejudices tend to disappear. On the field of athletics, for example, where teammates share a common goal of winning, an individual player's race or creed usually becomes irrelevant.

The problems of prejudice and discrimination are certainly not limited to the United States or to any one nation. But few nations have a greater stake in solving these problems than this one. For nowhere else has the mixing

of so many people with so many different backgrounds been conducted on so vast a scale as in the U.S., "a nation of immigrants" in the words of John F. Kennedy.

"It is never too late to give up our prejudices."
---Henry David Thoreau, American author and philosopher (1817-1862)
in *Walden*

As always, the ultimate success of this "Great American Experiment" rests on the individual in this society and how each one thinks and acts toward others. For some, it may mean some self-examination and rethinking--maybe some honest soul-searching--never an easy thing at best. But those who accept the verdict of the 18th-century French author Voltaire that "prejudice is the reason of fools" are likely to find the effort well worthwhile.

Reprinted by permission
of David K. Gast.
Article appeared in
April 1970 Instructor.

"Beware of Stereotypes"

By David K. Gast

Do all Mexican children wear sandals and serapes? Are all Scandinavians blonde and fair-skinned? Do all farms have horses, cows, pigs, chickens, a silo, a windmill?

Your good judgement says "no" to these questions. But stereotypes have a way of easing into everyone's thought and language. They are both taught and caught.

Stereotypes are spread by teachers, students, textbooks, and teaching units, usually innocently and often unconsciously. In any case they impair skills of critical thinking. Carried to excess they can foster serious psychological instability. Yet we continue to absorb and even perpetuate stereotypes.

Stereotypes are inherent in the function of our language. Our culture tends to be rather word-minded. Our complex lives put a premium on classification and labels. This works well provided we remember that words merely represent the actual things or facts.

Stereotypes represent cultural preconceptions. Dr. S. I. Hayakawa once said: "Culture is the accumulation and the passing on of traditional nonsense as well as traditional wisdom." We have cultural preconceptions about everything; old maids, the wild West, mothers-in-law, true blondes, one-room schools, girls named Gertrude, Negroes, noble Redskins, and -- you name it. People in any culture have their own preconceptions.

Stereotypes tend to impute categorically a given quality to whatever they describe. "Allness statements" are a poor substitute for actual observation of the facts. Not all Scandinavians are blonde and fair-skinned. Serapes are not worn by all Mexican children.

Stereotypes are often motivated by ethnocentrism. The idea that "our way is best" is based on naiveté and strong identification with one's own culture, neighborhood, or even age group. Englishmen stereotype Americans as materialistic. Americans stereotypes Englishmen as stuffy. Teen-agers say, "Don't trust anyone over 30." Adults say teen-agers are getting out of control.

Stereotypes are often founded on frozen concepts and out-of-date facts. The picture of a small self-contained farm still graces the walls of many elementary classrooms. This quaint stereotype continues to be accepted as the only reality in an age of agri-business.

Stereotypes may be complimentary or noncomplimentary. Some people and some things may be stereotyped as "the picture of perfection." Others are type-cast as always having inherent flaws. For example, two businessmen may exhibit the same traits of being shrewd, and "close" with money. One may be favorably stereotyped as a hardworking go-getter; the other unfavorably, as a money-grubber.

Stereotypes often form public opinion. Public opinion is often made up of stereotypes, a fact which propagandists and potential campaigners use. For example: Before World War II, we saw the Japanese as clever, hardworking, and imitative heathens. During the war, we pictured them as sneaky, yellow subhumans. Today these people are our industrious friends.

While stereotypes cannot be abolished, they can be avoided.

We must realize that we are all loaded with stereotypes. Harboring stereotyped ideas and biases is human. We need be ashamed of such thinking only if we knowingly practice it.

We must be suspicious of "allness" statements and lazy generalizations. Type-cast ideas and images crop out every day. The challenge is to spot them when they arise. "Do you really think that all boys in Mexico wear serapes, Freddie? What did the picture tell us about the schoolboys in Mexico City?"

We must not let stereotypes become substitutes for observation. If a person is taught to look for facts rather than generalizations, he will not be as likely to stereotype his world.

We must not let past facts blind us to present reality. Historical facts must not be interpreted as present reality. There are two common pitfalls. First is the tendency to look at the past through rose-colored glasses. Much as a teacher likes the story of the "Indian Twins," he should not imply that present-day Indian children live like Beaver Boy and Pigeon. Second is the type-casting of students.

We must search out stereotype-free teaching materials and textbooks. Are minority Americans fairly and adequately represented in school texts? Teachers should seek the new "culturally fair" materials.

We must not think that our way is the one right way of teaching, living, or thinking. There's a humorous sign which reads: "My mind is made up--Don't confuse me with the facts!" Such an attitude is father to the stereotype. And if real learning is to take place in the classroom, beware the stereotype!

DR. GAST is Associate Professor of Education at San Diego State College.

BIBLIOGRAPHY FOR STUDENT USE WITH DISCRIMINATION OF BLIND

Bawden, Nina. THE WITCH'S DAUGHTER.
Philadelphia, PA: Lippincott J.B. Company. 1966.

Canty, Mary. THE GREEN GATE.
New York, New York: McKay, David Company. 1965.

DeGering, Etta. SEEING FINGER---THE STORY OF LOUIS BRAILLE.
New York, New York: McKay, David Company. 1962.

Garfield, James B. FOLLOW MY LEADER.
New York, New York: Viking Press Inc. 1957.

Hickok, Lorena A. THE STORY OF HELEN KELLER.
New York, New York: G & D Publications, Inc. 1958.

Keller, Helen. THE STORY OF MY LIFE.
New York, New York: Scholastic Book Services. 1973.

Malone, Mary. ANNIE SULLIVAN.
New York, New York: G.P. Putnam's Sons. 1971.

Peare, Catherine Owens. THE HELEN KELLER STORY.
New York, New York: Thomas Y. Crowell. 1959.
(should not use if your school uses Venture and Vistas reading program by Scott Foresman; this is in Vistas.)

Richards, Norman. HELEN KELLER.
Chicago, Ill: Childrens Press. 1968.

BIBLIOGRAPHY FOR STUDENT USE WITH DISCRIMINATION OF BLACKS

Clayton, Ed. MARTIN LUTHER KING: THE PEACEFUL WARRIOR.
Englewood Cliffs, NJ: Prentice Hall, Inc. 1968.

Cone, Molly. THE OTHER SIDE OF THE FENCE.
San Jose, Calif: Gousha, H-M Company. 1967.

DeKay, James T. MEET MARTIN LUTHER KING, JR.
Westminster, MD: Random House, Inc. 1969.

Drisko, Carol F. and Edgar A. Toppin. THE UNFINSHED MARCH.
New York, New York: Doubleday and Company, Inc.

Heide, Florence Parry. SOUND OF SUNSHINE, SOUND OF RAIN.
New York, New York: Parents Magazine Press. 1970.

Katz, William Loren. EYEWITNESS: THE NEGRO IN AMERICAN HISTORY.
New York, New York: Pitman Publishing Corporation. 1971.

McKee, Don. MARTIN LUTHER KING, JR.
New York, New York: G.P. Putman's Sons. 1969.

McNeer, May and Lynd Ward. ARMED WITH COURAGE.
Nashville, Tenn: Abingdon Press. 1957.

Meltzer, Milton and August Meier. TIME OF TRAIL, TIME OF PEACE.

Neufeld, John. EDGAR ALLAN.
New York, New York: Phillips, S.G. Inc. 1968

Patrick, John J. PROGRESS OF THE AFRO AMERICAN.
Westchester, IL: Benefic Press. 1970.

Patterson, Lillie. MARTIN LUTHER KING, JR., MAN OF PEACE.
Scarsdale, New York: Garrard Publishing Company. 1969.

Stratton, Madeline. NEGROES WHO HELPED BUILD AMERICA.

Wilson, Beth P. MARTIN LUTHER KING, JR.
New York, New York: G.P. Putman's Sons. 1971.

Young, Margaret B. MARTIN LUTHER KING, JR. THE PICTURE LIFE OF.

BIBLIOGRAPHY FOR STUDENT USE WITH DISCRIMINATION OF RELIGIOUS GROUPS

Cone, Molly. A PROMISE IS A PROMISE.
San Jose, Calif: Gousha, H-M. Company. 1964.

BIBLIOGRAPHY

Teacher Reference:
(For teacher reading and growth in human understanding)

1. Allport, Gordon. THE NATURE OF PREJUDICE.
Garden City, New York: Addison-Wesley Publishing Company, Inc. 1958.

2. Citron, Abraham F. "The Rightness of Whiteness"
Detroit, Michigan: Michigan-Ohio Regional Educational Laboratory. 1969.

3. David, Jay. GROWING UP BLACK
San Diego, Cal. Morrow Publications. 1968.

4. Grevious, Saundrah Clark. Teaching Children and Adults to Understand Human and Race Relations.
Minneapolis: T. S. Denison and Co., Inc. 1968. $7.50

5. Miel, Alice & Kiester, Jr., Edwin. THE SHORT-CHANGED CHILDREN OF SUBURBIA.
The American Jewish Committee, 165 East 56 Street, New York, New York, 10022:
Institute of Human Relations Press. 1967.